Primary English Language Arts
Provincial Assessment, June 2015
School Report - Multiple Choice/Constructed Response
(Outcome Analysis: % of students who selected correct response)

Newfoundland Labrador

NLESD - Labrador Region

School #: 002   Henry Gordon Academy, Cartwright   Grades: K-11

Item	Cognitive Level - Outcome (*item parameter*)	School [N=6]	Region [N=179]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	66.7	95.1	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	91.0	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	83.3	93.8	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	83.3	82.6	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	66.7	84.0	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	83.3	79.9	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	50.0	43.8	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	100.0	81.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	83.3	94.4	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	33.3	43.8	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	16.7	51.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	91.7	78.0	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	8.3	54.5	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	83.3	73.4	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	50.0	32.2	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	58.3	46.9	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	100.0	95.3	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	66.7	88.5	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	100.0	94.6	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	83.3	64.2	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	66.7	83.1	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	66.7	79.7	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	66.7	63.5	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	66.7	85.1	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	16.7	66.9	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	66.7	79.7	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	83.3	86.1	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	33.3	58.8	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	66.7	55.4	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	33.3	51.4	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	33.3	70.3	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	50.0	41.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	50.0	50.7	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

NLESD - Labrador Region

School #: 005   Peacock Primary School, Happy Valley-Goose Bay   Grades: K-3

Item — Cognitive Level - Outcome (*item parameter*)	School [N=68]	Region [N=179]	Province [N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	96.3	95.1	94.6
2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	90.7	91.0	92.2
3. Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	92.6	93.8	94.8
4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	74.1	82.6	87.4
5. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	87.0	84.0	82.8
6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	72.2	79.9	84.0
7. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	35.2	43.8	55.2
8. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	74.1	81.9	84.5
9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	98.2	94.4	95.5
10. Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	38.9	43.8	47.3
Constructed Response			
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	37.0	51.0	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	70.4	78.0	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	63.0	54.5	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	68.5	73.4	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	42.6	32.2	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	41.7	46.9	52.0
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	98.1	95.3	96.0
12. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	90.4	88.5	93.4
13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	94.2	94.6	95.7
14. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	75.0	64.2	78.9
15. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	86.5	83.1	87.2
16. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	84.6	79.7	85.0
17. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	69.2	63.5	74.5
18. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	88.5	85.1	79.7
19. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	80.8	66.9	75.0
20. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	78.9	79.7	88.6
Constructed Response			
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	91.3	86.1	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	73.1	58.8	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	71.2	55.4	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	53.8	51.4	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	75.0	70.3	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	51.9	41.2	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	65.4	50.7	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_3\WEB\EL15_3CL.RPT

Newfoundland Labrador

NLESD - Labrador Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=7]	Region [N=179]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	75.0	95.1	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	50.0	91.0	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	50.0	93.8	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	75.0	82.6	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	50.0	84.0	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	50.0	79.9	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	25.0	43.8	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	75.0	81.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	75.0	94.4	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	0.0	43.8	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	50.0	51.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	75.0	78.0	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	87.5	54.5	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	100.0	73.4	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	50.0	32.2	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	50.0	46.9	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	71.4	95.3	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	57.1	88.5	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	71.4	94.6	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	42.9	64.2	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	71.4	83.1	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	42.9	79.7	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	14.3	63.5	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	57.1	85.1	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	28.6	66.9	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	57.1	79.7	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	50.0	86.1	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	28.6	58.8	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	0.0	55.4	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	28.6	51.4	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	71.4	70.3	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	14.3	41.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	14.3	50.7	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_3\WEB\EL15_3CL.RPT

Newfoundland Labrador

NLESD - Labrador Region

School #: 008   A. P. Low Primary, Labrador City   Grades: K-3

Item	Cognitive Level - Outcome (*item parameter*)	School [N=64]	Region [N=179]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	98.1	95.1	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	96.2	91.0	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	98.1	93.8	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	88.5	82.6	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	88.5	84.0	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	86.5	79.9	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	50.0	43.8	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	84.6	81.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	94.2	94.4	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	55.8	43.8	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	60.8	51.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	86.3	78.0	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	40.2	54.5	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	68.6	73.4	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	13.7	32.2	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	48.0	46.9	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	96.2	95.3	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	92.3	88.5	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	94.2	94.6	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	67.3	64.2	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	82.7	83.1	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	80.8	79.7	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	75.0	63.5	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	88.5	85.1	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	71.2	66.9	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	88.5	79.7	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	82.7	86.1	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	51.9	58.8	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	44.2	55.4	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	55.8	51.4	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	61.5	70.3	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	46.2	41.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	34.6	50.7	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Labrador Region

School #: 012   J.C. Erhardt Memorial School, Makkovik   Grades: K-7,9-12

Item	Cognitive Level - Outcome (item parameter)	School [N=4]	Region [N=179]	Province [N=4,129]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	95.1	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		91.0	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)		93.8	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)		82.6	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		84.0	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)		79.9	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)		43.8	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)		81.9	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)		94.4	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)		43.8	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)		51.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)		78.0	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)		54.5	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)		73.4	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)		32.2	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		46.9	52.0
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)		95.3	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)		88.5	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)		94.6	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)		64.2	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))		83.1	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)		79.7	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)		63.5	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)		85.1	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)		66.9	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		79.7	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)		86.1	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)		58.8	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)		55.4	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))		51.4	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)		70.3	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)		41.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		50.7	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Labrador Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=18]	Region [N=179]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	93.3	95.1	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	80.0	91.0	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	93.3	93.8	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	80.0	82.6	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	86.7	84.0	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	80.0	79.9	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	40.0	43.8	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	86.7	81.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	93.3	94.4	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	53.3	43.8	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	80.0	51.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	76.7	78.0	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	86.7	54.5	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	93.3	73.4	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	60.0	32.2	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	53.3	46.9	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	88.2	95.3	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	88.2	88.5	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	100.0	94.6	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	47.1	64.2	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	82.4	83.1	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	88.2	79.7	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	47.1	63.5	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	82.4	85.1	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	41.2	66.9	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	70.6	79.7	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	97.1	86.1	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	70.6	58.8	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	64.7	55.4	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	52.9	51.4	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	76.5	70.3	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	5.9	41.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	52.9	50.7	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Labrador Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=6]	Region [N=179]	Province [N=4,129]
	Non-Fiction **Selected Response:** *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	95.1	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	91.0	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	100.0	93.8	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	100.0	82.6	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	60.0	84.0	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	80.0	79.9	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	60.0	43.8	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	100.0	81.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	94.4	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	20.0	43.8	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	60.0	51.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	70.0	78.0	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	30.0	54.5	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	80.0	73.4	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	20.0	32.2	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	60.0	46.9	52.0
	Fiction **Selected Response:** *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	100.0	95.3	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	83.3	88.5	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	100.0	94.6	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	50.0	64.2	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	66.7	83.1	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	66.7	79.7	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	83.3	63.5	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	83.3	85.1	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	66.7	66.9	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	83.3	79.7	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	83.3	86.1	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	16.7	58.8	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	50.0	55.4	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	50.0	51.4	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	83.3	70.3	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	33.3	41.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	50.0	50.7	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Primary English Language Arts
Provincial Assessment, June 2015
School Report - Multiple Choice/Constructed Response
(Outcome Analysis: % of students who selected correct response)

NLESD - Labrador Region

School #: 016   B.L. Morrison, Postville   Grades: K-8,10-12

Item	Cognitive Level - Outcome (item parameter)	School [N=4]	Region [N=179]	Province [N=4,129]

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

1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	95.1	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		91.0	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)		93.8	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)		82.6	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		84.0	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)		79.9	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)		43.8	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)		81.9	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)		94.4	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)		43.8	47.3

Constructed Response

	School	Province
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	51.0	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	78.0	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	54.5	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	73.4	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	32.2	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	46.9	52.0

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

		School	Province
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	95.3	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	88.5	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	94.6	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	64.2	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	83.1	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	79.7	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	63.5	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	85.1	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	66.9	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	79.7	88.6

Constructed Response

	School	Province
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	86.1	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	58.8	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	55.4	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	51.4	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	70.3	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	41.2	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	50.7	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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NLESD - Labrador Region

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

	Item — Cognitive Level - Outcome (*item parameter*)	School [N=2]	Region [N=179]	Province [N=4,129]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	95.1	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		91.0	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)		93.8	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)		82.6	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		84.0	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)		79.9	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)		43.8	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)		81.9	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)		94.4	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)		43.8	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)		51.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)		78.0	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)		54.5	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)		73.4	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)		32.2	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		46.9	52.0
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)		95.3	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)		88.5	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)		94.6	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)		64.2	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))		83.1	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)		79.7	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)		63.5	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)		85.1	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)		66.9	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		79.7	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)		86.1	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)		58.8	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)		55.4	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))		51.4	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)		70.3	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)		41.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		50.7	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Primary English Language Arts
Provincial Assessment, June 2015
School Report - Multiple Choice/Constructed Response
(Outcome Analysis: % of students who selected correct response)

Newfoundland Labrador

NLESD - Western Region

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

Item	Cognitive Level - Outcome (item parameter)	School [N=2]	Region [N=689]	Province [N=4,129]

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

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

No.	Item	Region	Province
1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	95.6	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	92.4	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	94.4	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	88.1	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	84.7	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	84.5	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	54.9	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	84.8	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	96.9	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	51.7	47.3

Constructed Response

No.	Item	Region	Province
1.	Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	43.0	47.0
2.	Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	76.9	76.9
3.	Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	46.8	52.6
4.	Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	83.4	84.1
5.	Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	33.6	36.8
6.	Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	50.3	52.0

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

No.	Item	Region	Province
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	95.6	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	93.5	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	96.1	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	81.9	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	87.3	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	82.9	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	73.2	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	78.9	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	77.7	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	88.4	88.6

Constructed Response

No.	Item	Region	Province
1.	Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	85.3	85.9
2.	Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	59.9	60.4
3.	Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	56.8	56.9
4.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	54.1	57.6
5.	Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	72.2	73.8
6.	Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	40.0	43.2
7.	Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Western Region

School #: 024   James Cook Memorial, Cook's Harbour   Grades: 3-4,8-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=2]	Region [N=689]	Province [N=4,129]
	***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 – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*		95.6	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*		92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*		94.4	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*		88.1	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*		84.7	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*		84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*		54.9	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*		84.8	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*		96.9	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*		51.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)		43.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)		76.9	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)		46.8	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)		83.4	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)		33.6	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		50.3	52.0
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*		95.6	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*		93.5	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*		96.1	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*		81.9	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*		87.3	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*		82.9	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*		73.2	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*		78.9	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*		77.7	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*		88.4	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)		85.3	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)		59.9	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)		56.8	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))		54.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)		72.2	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)		40.0	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Western Region

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

	Cognitive Level - Outcome (*item parameter*)	School [N=5]	Region [N=689]	Province [N=4,129]
Item				

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	Region	Province
1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		95.6	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		92.4	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)		94.4	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)		88.1	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		84.7	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)		84.5	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)		54.9	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)		84.8	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)		96.9	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)		51.7	47.3

Constructed Response

#	Item	School	Region	Province
1.	Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)		43.0	47.0
2.	Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)		76.9	76.9
3.	Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)		46.8	52.6
4.	Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)		83.4	84.1
5.	Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)		33.6	36.8
6.	Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		50.3	52.0

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

#	Item	School	Region	Province
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)		95.6	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)		93.5	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)		96.1	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)		81.9	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))		87.3	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)		82.9	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)		73.2	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)		78.9	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)		77.7	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		88.4	88.6

Constructed Response

#	Item	School	Region	Province
1.	Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)		85.3	85.9
2.	Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)		59.9	60.4
3.	Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)		56.8	56.9
4.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))		54.1	57.6
5.	Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)		72.2	73.8
6.	Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)		40.0	43.2
7.	Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Western Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=21]	Region [N=689]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	95.6	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	89.5	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	79.0	94.4	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	73.7	88.1	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	68.4	84.7	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	57.9	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	42.1	54.9	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	79.0	84.8	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	96.9	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	31.6	51.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	26.3	43.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	65.8	76.9	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	42.1	46.8	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	68.4	83.4	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	21.1	33.6	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	36.8	50.3	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	82.4	95.6	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	70.6	93.5	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	82.4	96.1	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	76.5	81.9	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	76.5	87.3	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	70.6	82.9	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	70.6	73.2	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	52.9	78.9	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	58.8	77.7	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	76.5	88.4	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	67.6	85.3	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	58.8	59.9	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	29.4	56.8	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	52.9	54.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	47.1	72.2	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	17.6	40.0	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	58.8	59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Primary English Language Arts
Provincial Assessment, June 2015
School Report - Multiple Choice/Constructed Response
(Outcome Analysis: % of students who selected correct response)

Newfoundland Labrador

NLESD - Western Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=2]	Region [N=689]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	95.6	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		92.4	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)		94.4	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)		88.1	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		84.7	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)		84.5	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)		54.9	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)		84.8	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)		96.9	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)		51.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)		43.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)		76.9	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)		46.8	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)		83.4	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)		33.6	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		50.3	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)		95.6	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)		93.5	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)		96.1	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)		81.9	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))		87.3	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)		82.9	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)		73.2	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)		78.9	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)		77.7	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		88.4	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)		85.3	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)		59.9	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)		56.8	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))		54.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)		72.2	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)		40.0	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Western Region

School #: 039   Mary Simms All-Grade, Main Brook   Grades: 1-12

Item — Cognitive Level - Outcome (*item parameter*)	School [N=5]	Region [N=689]	Province [N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	95.6	94.6
2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		92.4	92.2
3. Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)		94.4	94.8
4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)		88.1	87.4
5. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		84.7	82.8
6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)		84.5	84.0
7. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)		54.9	55.2
8. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)		84.8	84.5
9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)		96.9	95.5
10. Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)		51.7	47.3
Constructed Response			
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)		43.0	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)		76.9	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)		46.8	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)		83.4	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)		33.6	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		50.3	52.0
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)		95.6	96.0
12. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)		93.5	93.4
13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)		96.1	95.7
14. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)		81.9	78.9
15. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))		87.3	87.2
16. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)		82.9	85.0
17. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)		73.2	74.5
18. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)		78.9	79.7
19. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)		77.7	75.0
20. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		88.4	88.6
Constructed Response			
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)		85.3	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)		59.9	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)		56.8	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))		54.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)		72.2	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)		40.0	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Western Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=2]	Region [N=689]	Province [N=4,129]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	95.6	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		92.4	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)		94.4	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)		88.1	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		84.7	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)		84.5	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)		54.9	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)		84.8	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)		96.9	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)		51.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)		43.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)		76.9	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)		46.8	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)		83.4	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)		33.6	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		50.3	52.0
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)		95.6	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)		93.5	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)		96.1	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)		81.9	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))		87.3	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)		82.9	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)		73.2	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)		78.9	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)		77.7	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		88.4	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)		85.3	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)		59.9	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)		56.8	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))		54.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)		72.2	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)		40.0	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Western Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=9]	Region [N=689]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	88.9	95.6	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	88.9	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	77.8	94.4	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	66.7	88.1	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	66.7	84.7	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	66.7	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	33.3	54.9	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	100.0	84.8	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	96.9	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	55.6	51.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	11.1	43.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	66.7	76.9	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	22.2	46.8	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	88.9	83.4	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	11.1	33.6	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	50.0	50.3	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	100.0	95.6	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	77.8	93.5	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	100.0	96.1	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	88.9	81.9	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	100.0	87.3	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	66.7	82.9	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	77.8	73.2	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	77.8	78.9	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	100.0	77.7	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	77.8	88.4	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	77.8	85.3	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	33.3	59.9	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	44.4	56.8	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	55.6	54.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	55.6	72.2	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	11.1	40.0	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	77.8	59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Western Region

School #: 050   Basque Memorial, Red Bay   Grades: 1-2,4,7-8,10-1

Item	Cognitive Level - Outcome (*item parameter*)	School [N=1]	Region [N=689]	Province [N=4,129]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		95.6	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		92.4	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	94.4	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)		88.1	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		84.7	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)		84.5	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)		54.9	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)		84.8	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)		96.9	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)		51.7	47.3

Item	Cognitive Level - Outcome (*item parameter*)	School	Region	Province
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)		43.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)		76.9	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)		46.8	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)		83.4	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)		33.6	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		50.3	52.0

Item	Cognitive Level - Outcome (*item parameter*)	School	Region	Province
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)		95.6	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)		93.5	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)		96.1	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)		81.9	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))		87.3	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)		82.9	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)		73.2	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)		78.9	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)		77.7	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		88.4	88.6

Item	Cognitive Level - Outcome (*item parameter*)	School	Region	Province
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)		85.3	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)		59.9	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)		56.8	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))		54.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)		72.2	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)		40.0	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Western Region

School #: 054   St. Lewis Academy, St. Lewis   Grades: K,2-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=1]	Region [N=689]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	95.6	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		92.4	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)		94.4	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)		88.1	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		84.7	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)		84.5	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)		54.9	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)		84.8	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)		96.9	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)		51.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)		43.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)		76.9	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)		46.8	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)		83.4	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)		33.6	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		50.3	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)		95.6	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)		93.5	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)		96.1	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)		81.9	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))		87.3	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)		82.9	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)		73.2	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)		78.9	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)		77.7	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		88.4	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)		85.3	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)		59.9	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)		56.8	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))		54.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)		72.2	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)		40.0	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Western Region

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

Item / Cognitive Level - Outcome (*item parameter*)	School [N=16]	Region [N=689]	Province [N=4,129]
Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	95.6	94.6
2. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	92.4	92.2
3. *Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	84.6	94.4	94.8
4. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	92.3	88.1	87.4
5. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	84.6	84.7	82.8
6. *Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	69.2	84.5	84.0
7. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	53.9	54.9	55.2
8. *Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	84.6	84.8	84.5
9. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	92.3	96.9	95.5
10. *Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	30.8	51.7	47.3
Constructed Response			
1. *Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)*	53.8	43.0	47.0
2. *Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)*	69.2	76.9	76.9
3. *Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)*	50.0	46.8	52.6
4. *Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)*	69.2	83.4	84.1
5. *Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)*	23.1	33.6	36.8
6. *Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)*	42.3	50.3	52.0
Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	100.0	95.6	96.0
12. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	100.0	93.5	93.4
13. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	92.3	96.1	95.7
14. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	100.0	81.9	78.9
15. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	92.3	87.3	87.2
16. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	76.9	82.9	85.0
17. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	84.6	73.2	74.5
18. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	84.6	78.9	79.7
19. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	61.5	77.7	75.0
20. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	76.9	88.4	88.6
Constructed Response			
1. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)*	76.9	85.3	85.9
2. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)*	23.1	59.9	60.4
3. *Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)*	30.8	56.8	56.9
4. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))*	53.8	54.1	57.6
5. *Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)*	61.5	72.2	73.8
6. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)*	23.1	40.0	43.2
7. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))*	61.5	59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
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Newfoundland Labrador

NLESD - Western Region

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

		School	**Region**	**Province**
Item	Cognitive Level - Outcome (*item parameter*)	[N=20]	[N=689]	[N=4,129]

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

		School	Region	Province
1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	93.3	95.6	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	86.7	92.4	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	100.0	94.4	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	86.7	88.1	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	73.3	84.7	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	80.0	84.5	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	20.0	54.9	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	66.7	84.8	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	100.0	96.9	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	26.7	51.7	47.3

Constructed Response

	School	Region	Province
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	53.3	43.0	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	83.3	76.9	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	40.0	46.8	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	100.0	83.4	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	40.0	33.6	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	43.3	50.3	52.0

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

		School	Region	Province
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	100.0	95.6	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	100.0	93.5	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	100.0	96.1	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	92.3	81.9	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	92.3	87.3	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	76.9	82.9	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	76.9	73.2	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	69.2	78.9	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	69.2	77.7	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	69.2	88.4	88.6

Constructed Response

	School	Region	Province
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	76.9	85.3	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	30.8	59.9	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	61.5	56.8	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	61.5	54.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	84.6	72.2	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	15.4	40.0	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	46.2	59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Western Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=56]	Region [N=689]	Province [N=4,129]
	Non-Fiction Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	96.2	95.6	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	100.0	92.4	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	94.2	94.4	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	94.2	88.1	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	86.5	84.7	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	86.5	84.5	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	50.0	54.9	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	80.8	84.8	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	98.1	96.9	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	26.9	51.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	46.2	43.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	77.9	76.9	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	59.6	46.8	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	76.9	83.4	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	36.5	33.6	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	51.9	50.3	52.0
	Fiction Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	94.0	95.6	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	92.0	93.5	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	98.0	96.1	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	76.0	81.9	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	78.0	87.3	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	72.0	82.9	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	64.0	73.2	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	78.0	78.9	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	74.0	77.7	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	88.0	88.4	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	78.0	85.3	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	52.0	59.9	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	62.0	56.8	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	50.0	54.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	74.0	72.2	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	48.0	40.0	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	52.0	59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Western Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=53]	Region [N=689]	Province [N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	97.8	95.6	94.6
2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	91.3	92.4	92.2
3. Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	95.7	94.4	94.8
4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	89.1	88.1	87.4
5. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	89.1	84.7	82.8
6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	89.1	84.5	84.0
7. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	63.0	54.9	55.2
8. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	91.3	84.8	84.5
9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	100.0	96.9	95.5
10. Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	76.1	51.7	47.3
Constructed Response			
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	54.3	43.0	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	71.7	76.9	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	48.9	46.8	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	89.1	83.4	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	41.3	33.6	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	51.1	50.3	52.0
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	95.7	95.6	96.0
12. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	95.7	93.5	93.4
13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	97.8	96.1	95.7
14. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	87.0	81.9	78.9
15. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	93.5	87.3	87.2
16. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	80.4	82.9	85.0
17. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	84.8	73.2	74.5
18. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	76.1	78.9	79.7
19. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	80.4	77.7	75.0
20. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	89.1	88.4	88.6
Constructed Response			
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	94.6	85.3	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	63.0	59.9	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	60.9	56.8	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	69.6	54.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	82.6	72.2	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	41.3	40.0	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	52.2	59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Western Region

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

		School [N=24]	Region [N=689]	Province [N=4,129]
Item	Cognitive Level - Outcome (*item parameter*)			

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

Item		School	Region	Province
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	95.2	95.6	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	95.2	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	95.2	94.4	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	90.5	88.1	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	95.2	84.7	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	85.7	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	81.0	54.9	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	95.2	84.8	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	96.9	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	57.1	51.7	47.3

Constructed Response

Item		School	Region	Province
1.	*Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)*	42.9	43.0	47.0
2.	*Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)*	81.0	76.9	76.9
3.	*Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)*	66.7	46.8	52.6
4.	*Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)*	81.0	83.4	84.1
5.	*Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)*	33.3	33.6	36.8
6.	*Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)*	66.7	50.3	52.0

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

Item		School	Region	Province
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	100.0	95.6	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	95.2	93.5	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	95.2	96.1	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	66.7	81.9	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	85.7	87.3	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	85.7	82.9	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	76.2	73.2	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	66.7	78.9	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	81.0	77.7	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	95.2	88.4	88.6

Constructed Response

Item		School	Region	Province
1.	*Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)*	88.1	85.3	85.9
2.	*Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)*	66.7	59.9	60.4
3.	*Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)*	52.4	56.8	56.9
4.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))*	61.9	54.1	57.6
5.	*Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)*	52.4	72.2	73.8
6.	*Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)*	42.9	40.0	43.2
7.	*Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))*	66.7	59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Western Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=14]	Region [N=689]	Province [N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	100.0	95.6	94.6
2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	84.6	92.4	92.2
3. Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	92.3	94.4	94.8
4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	76.9	88.1	87.4
5. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	69.2	84.7	82.8
6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	69.2	84.5	84.0
7. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	46.2	54.9	55.2
8. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	76.9	84.8	84.5
9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	92.3	96.9	95.5
10. Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	38.5	51.7	47.3
Constructed Response			
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	7.7	43.0	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	65.4	76.9	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	0.0	46.8	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	69.2	83.4	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	0.0	33.6	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	30.8	50.3	52.0
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	100.0	95.6	96.0
12. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	90.9	93.5	93.4
13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	90.9	96.1	95.7
14. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	90.9	81.9	78.9
15. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	81.8	87.3	87.2
16. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	72.7	82.9	85.0
17. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	72.7	73.2	74.5
18. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	72.7	78.9	79.7
19. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	72.7	77.7	75.0
20. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	90.9	88.4	88.6
Constructed Response			
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	81.8	85.3	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	81.8	59.9	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	36.4	56.8	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	45.5	54.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	63.6	72.2	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	27.3	40.0	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	54.5	59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Western Region

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

		School	**Region**	**Province**
Item	Cognitive Level - Outcome (*item parameter*)	[N=6]	[N=689]	[N=4,129]

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

		School	Region	Province
1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	100.0	95.6	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	100.0	92.4	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	100.0	94.4	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	66.7	88.1	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	100.0	84.7	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	66.7	84.5	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	66.7	54.9	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	66.7	84.8	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	100.0	96.9	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	33.3	51.7	47.3

Constructed Response

	School	Region	Province
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	33.3	43.0	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	83.3	76.9	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	16.7	46.8	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	33.3	83.4	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	0.0	33.6	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	50.0	50.3	52.0

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

		School	Region	Province
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	100.0	95.6	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	100.0	93.5	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	100.0	96.1	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	66.7	81.9	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	66.7	87.3	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	33.3	82.9	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	66.7	73.2	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	100.0	78.9	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	100.0	77.7	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	100.0	88.4	88.6

Constructed Response

	School	Region	Province
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	83.3	85.3	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	66.7	59.9	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	66.7	56.8	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	66.7	54.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	100.0	72.2	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	66.7	40.0	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	100.0	59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Western Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=7]	Region [N=689]	Province [N=4,129]
	Non-Fiction **Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)***			
1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	100.0	95.6	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	100.0	92.4	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	100.0	94.4	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	71.4	88.1	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	100.0	84.7	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	100.0	84.5	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	42.9	54.9	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	71.4	84.8	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	100.0	96.9	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	85.7	51.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	28.6	43.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	92.9	76.9	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	78.6	46.8	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	71.4	83.4	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	100.0	33.6	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	64.3	50.3	52.0
	Fiction **Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)***			
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	100.0	95.6	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	100.0	93.5	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	100.0	96.1	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	57.1	81.9	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	100.0	87.3	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	100.0	82.9	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	71.4	73.2	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	100.0	78.9	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	100.0	77.7	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	100.0	88.4	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	100.0	85.3	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	42.9	59.9	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	42.9	56.8	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	57.1	54.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	100.0	72.2	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	71.4	40.0	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	85.7	59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Western Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=26]	Region [N=689]	Province [N=4,129]
	Non-Fiction Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	95.7	95.6	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	91.3	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	95.7	94.4	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	95.7	88.1	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	87.0	84.7	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	78.3	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	30.4	54.9	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	87.0	84.8	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	95.7	96.9	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	56.5	51.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	21.7	43.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	80.4	76.9	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	10.9	46.8	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	82.6	83.4	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	30.4	33.6	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	50.0	50.3	52.0
	Fiction Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	95.5	95.6	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	95.5	93.5	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	95.5	96.1	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	81.8	81.9	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	81.8	87.3	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	81.8	82.9	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	59.1	73.2	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	72.7	78.9	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	68.2	77.7	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	95.5	88.4	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	77.3	85.3	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	36.4	59.9	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	59.1	56.8	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	36.4	54.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	54.5	72.2	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	27.3	40.0	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	31.8	59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Western Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=36]	Region [N=689]	Province [N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	90.6	95.6	94.6
2. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	96.9	92.4	92.2
3. *Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	96.9	94.4	94.8
4. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	100.0	88.1	87.4
5. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	93.8	84.7	82.8
6. *Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	96.9	84.5	84.0
7. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	84.4	54.9	55.2
8. *Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	90.6	84.8	84.5
9. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	96.9	95.5
10. *Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	81.3	51.7	47.3
Constructed Response			
1. *Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)*	93.8	43.0	47.0
2. *Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)*	95.3	76.9	76.9
3. *Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)*	85.9	46.8	52.6
4. *Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)*	96.9	83.4	84.1
5. *Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)*	46.9	33.6	36.8
6. *Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)*	53.1	50.3	52.0
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	100.0	95.6	96.0
12. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	100.0	93.5	93.4
13. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	96.9	96.1	95.7
14. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	87.5	81.9	78.9
15. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	90.6	87.3	87.2
16. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	96.9	82.9	85.0
17. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	84.4	73.2	74.5
18. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	100.0	78.9	79.7
19. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	81.3	77.7	75.0
20. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	93.8	88.4	88.6
Constructed Response			
1. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)*	96.9	85.3	85.9
2. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)*	81.3	59.9	60.4
3. *Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)*	78.1	56.8	56.9
4. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))*	81.3	54.1	57.6
5. *Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)*	90.6	72.2	73.8
6. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)*	78.1	40.0	43.2
7. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))*	68.8	59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Western Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=15]	Region [N=689]	Province [N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	92.9	95.6	94.6
2. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	92.4	92.2
3. *Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	92.9	94.4	94.8
4. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	78.6	88.1	87.4
5. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	84.7	82.8
6. *Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	92.9	84.5	84.0
7. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	57.1	54.9	55.2
8. *Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	85.7	84.8	84.5
9. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	96.9	95.5
10. *Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	50.0	51.7	47.3
Constructed Response			
1. *Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)*	71.4	43.0	47.0
2. *Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)*	82.1	76.9	76.9
3. *Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)*	46.4	46.8	52.6
4. *Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)*	85.7	83.4	84.1
5. *Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)*	50.0	33.6	36.8
6. *Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)*	57.1	50.3	52.0
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	85.7	95.6	96.0
12. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	85.7	93.5	93.4
13. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	85.7	96.1	95.7
14. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	71.4	81.9	78.9
15. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	78.6	87.3	87.2
16. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	78.6	82.9	85.0
17. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	64.3	73.2	74.5
18. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	71.4	78.9	79.7
19. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	92.9	77.7	75.0
20. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	85.7	88.4	88.6
Constructed Response			
1. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)*	67.9	85.3	85.9
2. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)*	92.9	59.9	60.4
3. *Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)*	57.1	56.8	56.9
4. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))*	35.7	54.1	57.6
5. *Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)*	64.3	72.2	73.8
6. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)*	28.6	40.0	43.2
7. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))*	28.6	59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Newfoundland Labrador

NLESD - Western Region

		School	Region	Province
School #: 088	Main River Academy, Pollard's Point	Grades: K-12		
Item	Cognitive Level - Outcome (*item parameter*)	[N=4]	[N=689]	[N=4,129]

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

		School	Region	Province
1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	95.6	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		92.4	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)		94.4	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)		88.1	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		84.7	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)		84.5	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)		54.9	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)		84.8	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)		96.9	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)		51.7	47.3

Constructed Response

	School	Region	Province
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)		43.0	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)		76.9	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)		46.8	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)		83.4	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)		33.6	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		50.3	52.0

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

		School	Region	Province
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)		95.6	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)		93.5	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)		96.1	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)		81.9	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))		87.3	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)		82.9	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)		73.2	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)		78.9	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)		77.7	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		88.4	88.6

Constructed Response

	School	Region	Province
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)		85.3	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)		59.9	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)		56.8	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))		54.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)		72.2	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)		40.0	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

NLESD - Western Region

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

		School	Region	Province
Item	Cognitive Level - Outcome (*item parameter*)	[N=5]	[N=689]	[N=4,129]

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

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

		School	Region	Province
1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		95.6	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		92.4	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)		94.4	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)		88.1	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		84.7	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)		84.5	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)		54.9	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)		84.8	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)		96.9	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)		51.7	47.3

Constructed Response

		School	Region	Province
1.	Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)		43.0	47.0
2.	Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)		76.9	76.9
3.	Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)		46.8	52.6
4.	Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)		83.4	84.1
5.	Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)		33.6	36.8
6.	Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		50.3	52.0

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

		School	Region	Province
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)		95.6	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)		93.5	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)		96.1	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)		81.9	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))		87.3	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)		82.9	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)		73.2	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)		78.9	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)		77.7	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		88.4	88.6

Constructed Response

		School	Region	Province
1.	Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)		85.3	85.9
2.	Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)		59.9	60.4
3.	Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)		56.8	56.9
4.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))		54.1	57.6
5.	Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)		72.2	73.8
6.	Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)		40.0	43.2
7.	Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Western Region

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

		School	**Region**	**Province**
Item	Cognitive Level - Outcome (*item parameter*)	[N=4]	[N=689]	[N=4,129]

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

		School	Region	Province
1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	95.6	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		92.4	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)		94.4	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)		88.1	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		84.7	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)		84.5	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)		54.9	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)		84.8	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)		96.9	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)		51.7	47.3

Constructed Response

	School	Region	Province
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)		43.0	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)		76.9	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)		46.8	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)		83.4	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)		33.6	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		50.3	52.0

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

		School	Region	Province
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)		95.6	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)		93.5	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)		96.1	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)		81.9	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))		87.3	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)		82.9	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)		73.2	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)		78.9	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)		77.7	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		88.4	88.6

Constructed Response

	School	Region	Province
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)		85.3	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)		59.9	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)		56.8	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))		54.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)		72.2	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)		40.0	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Western Region

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

	Cognitive Level - Outcome (*item parameter*)	School [N=3]	Region [N=689]	Province [N=4,129]
	Item			

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	Region	Province
1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		95.6	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		92.4	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)		94.4	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)		88.1	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		84.7	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)		84.5	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)		54.9	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)		84.8	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)		96.9	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)		51.7	47.3

Constructed Response

Item		School	Region	Province
1.	Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)		43.0	47.0
2.	Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)		76.9	76.9
3.	Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)		46.8	52.6
4.	Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)		83.4	84.1
5.	Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)		33.6	36.8
6.	Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		50.3	52.0

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

Item		School	Region	Province
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)		95.6	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)		93.5	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)		96.1	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)		81.9	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))		87.3	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)		82.9	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)		73.2	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)		78.9	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)		77.7	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		88.4	88.6

Constructed Response

Item		School	Region	Province
1.	Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)		85.3	85.9
2.	Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)		59.9	60.4
3.	Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)		56.8	56.9
4.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))		54.1	57.6
5.	Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)		72.2	73.8
6.	Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)		40.0	43.2
7.	Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

Primary English Language Arts
Provincial Assessment, June 2015
School Report - Multiple Choice/Constructed Response
(Outcome Analysis: % of students who selected correct response)

NLESD - Western Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=4]	Region [N=689]	Province [N=4,129]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	*School data with 5 or fewer students withheld for reasons of confidentiality.*	95.6	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*		92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*		94.4	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*		88.1	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*		84.7	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*		84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*		54.9	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*		84.8	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*		96.9	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*		51.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)		43.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)		76.9	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)		46.8	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)		83.4	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)		33.6	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		50.3	52.0
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*		95.6	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*		93.5	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*		96.1	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*		81.9	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*		87.3	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*		82.9	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*		73.2	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*		78.9	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*		77.7	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*		88.4	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)		85.3	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)		59.9	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)		56.8	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))		54.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)		72.2	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)		40.0	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Western Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=40]	Region [N=689]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	97.4	95.6	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	89.5	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	100.0	94.4	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	86.8	88.1	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	71.1	84.7	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	73.7	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	39.5	54.9	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	86.8	84.8	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	94.7	96.9	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	42.1	51.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	42.1	43.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	84.2	76.9	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	44.7	46.8	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	86.8	83.4	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	36.8	33.6	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	47.4	50.3	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	100.0	95.6	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	97.1	93.5	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	100.0	96.1	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	88.6	81.9	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning (Read for meaning(Retrieve information from the text.))*	97.1	87.3	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	82.9	82.9	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	71.4	73.2	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	85.7	78.9	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	80.0	77.7	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	94.3	88.4	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	90.0	85.3	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	85.7	59.9	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	82.9	56.8	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	37.1	54.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	74.3	72.2	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	40.0	40.0	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	82.9	59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Western Region

School #: 102   All Saints All-Grade, Grey River   Grades: K,2-4,10-12

Item	Cognitive Level - Outcome *(item parameter)*	School [N=1]	Region [N=689]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	*School data with 5 or fewer students withheld for reasons of confidentiality.*	95.6	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*		92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*		94.4	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*		88.1	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*		84.7	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*		84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*		54.9	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*		84.8	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*		96.9	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*		51.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)		43.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)		76.9	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)		46.8	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)		83.4	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)		33.6	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		50.3	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*		95.6	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*		93.5	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*		96.1	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*		81.9	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*		87.3	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*		82.9	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*		73.2	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*		78.9	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*		77.7	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*		88.4	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)		85.3	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)		59.9	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)		56.8	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))		54.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)		72.2	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)		40.0	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_3\WEB\EL15_3CL.RPT

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Newfoundland Labrador

NLESD - Western Region

School #: 103	LeGallais Memorial, Isle aux Morts	Grades: K-9	**School**	**Region**	**Province**
Item	Cognitive Level - Outcome (*item parameter*)		[N=6]	[N=689]	[N=4,129]

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

#	Item	School	Region	Province
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	95.6	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	83.3	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	100.0	94.4	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	83.3	88.1	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	83.3	84.7	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	16.7	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	50.0	54.9	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	66.7	84.8	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	96.9	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	33.3	51.7	47.3

Constructed Response

#	Item	School	Region	Province
1.	*Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)*	16.7	43.0	47.0
2.	*Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)*	50.0	76.9	76.9
3.	*Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)*	0.0	46.8	52.6
4.	*Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)*	83.3	83.4	84.1
5.	*Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)*	0.0	33.6	36.8
6.	*Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)*	50.0	50.3	52.0

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

#	Item	School	Region	Province
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	83.3	95.6	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	100.0	93.5	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	100.0	96.1	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	66.7	81.9	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	100.0	87.3	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	66.7	82.9	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	50.0	73.2	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	50.0	78.9	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	66.7	77.7	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	83.3	88.4	88.6

Constructed Response

#	Item	School	Region	Province
1.	*Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)*	83.3	85.3	85.9
2.	*Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)*	50.0	59.9	60.4
3.	*Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)*	50.0	56.8	56.9
4.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))*	16.7	54.1	57.6
5.	*Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)*	16.7	72.2	73.8
6.	*Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)*	50.0	40.0	43.2
7.	*Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))*	66.7	59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Western Region

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

		School	**Region**	**Province**
Item	Cognitive Level - Outcome (*item parameter*)	[N=19]	[N=689]	[N=4,129]

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

		School	Region	Province
1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	84.2	95.6	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	68.4	92.4	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	79.0	94.4	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	79.0	88.1	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	73.7	84.7	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	68.4	84.5	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	42.1	54.9	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	84.2	84.8	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	89.5	96.9	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	36.8	51.7	47.3

Constructed Response

	School	Region	Province
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	47.4	43.0	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	52.6	76.9	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	55.3	46.8	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	78.9	83.4	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	26.3	33.6	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	42.1	50.3	52.0

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

		School	Region	Province
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	89.5	95.6	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	89.5	93.5	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	89.5	96.1	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	94.7	81.9	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	84.2	87.3	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	79.0	82.9	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	63.2	73.2	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	84.2	78.9	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	57.9	77.7	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	73.7	88.4	88.6

Constructed Response

	School	Region	Province
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	63.2	85.3	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	26.3	59.9	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	15.8	56.8	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	26.3	54.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	42.1	72.2	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	15.8	40.0	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	31.6	59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Western Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=8]	Region [N=689]	Province [N=4,129]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	100.0	95.6	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	100.0	92.4	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	100.0	94.4	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	100.0	88.1	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	100.0	84.7	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	85.7	84.5	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	71.4	54.9	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	100.0	84.8	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	100.0	96.9	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	85.7	51.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	42.9	43.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	85.7	76.9	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	50.0	46.8	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	100.0	83.4	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	14.3	33.6	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	57.1	50.3	52.0
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	100.0	95.6	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	100.0	93.5	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	100.0	96.1	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	100.0	81.9	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	71.4	87.3	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	85.7	82.9	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	85.7	73.2	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	71.4	78.9	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	85.7	77.7	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	100.0	88.4	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	92.9	85.3	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	42.9	59.9	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	57.1	56.8	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	57.1	54.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	71.4	72.2	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	42.9	40.0	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	42.9	59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Western Region

School #: 113   St. Boniface All Grade, Ramea   Grades: 1-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=1]	Region [N=689]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	*School data with 5 or fewer students withheld for reasons of confidentiality.*	95.6	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*		92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*		94.4	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*		88.1	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*		84.7	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*		84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*		54.9	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*		84.8	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*		96.9	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*		51.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)		43.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)		76.9	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)		46.8	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)		83.4	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)		33.6	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		50.3	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*		95.6	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*		93.5	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*		96.1	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*		81.9	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*		87.3	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*		82.9	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*		73.2	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*		78.9	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*		77.7	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*		88.4	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)		85.3	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)		59.9	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)		56.8	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))		54.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)		72.2	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)		40.0	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_3\WEB\EL15_3CL.RPT

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Newfoundland Labrador

NLESD - Western Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=19]	Region [N=689]	Province [N=4,129]
	Non-Fiction Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	84.2	95.6	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	89.5	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	89.5	94.4	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	89.5	88.1	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	94.7	84.7	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	84.2	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	52.6	54.9	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	79.0	84.8	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	96.9	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	63.2	51.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	42.1	43.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	76.3	76.9	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	18.4	46.8	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	84.2	83.4	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	21.1	33.6	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	50.0	50.3	52.0
	Fiction Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	94.7	95.6	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	89.5	93.5	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	94.7	96.1	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	68.4	81.9	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	89.5	87.3	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	84.2	82.9	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	63.2	73.2	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	84.2	78.9	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	84.2	77.7	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	79.0	88.4	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	81.6	85.3	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	36.8	59.9	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	73.7	56.8	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	57.9	54.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	52.6	72.2	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	36.8	40.0	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	78.9	59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Western Region

		School	Region	Province
School #: 120	Stephenville Primary, Stephenville Grades: K-3	[N=69]	[N=689]	[N=4,129]
Item	Cognitive Level - Outcome (*item parameter*)			

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

#	Item	School	Region	Province
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	96.8	95.6	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	93.6	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	96.8	94.4	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	88.7	88.1	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	85.5	84.7	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	87.1	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	48.4	54.9	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	83.9	84.8	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	93.6	96.9	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	59.7	51.7	47.3

Constructed Response

#	Item	School	Region	Province
1.	*Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)*	46.8	43.0	47.0
2.	*Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)*	71.8	76.9	76.9
3.	*Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)*	41.1	46.8	52.6
4.	*Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)*	80.6	83.4	84.1
5.	*Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)*	30.6	33.6	36.8
6.	*Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)*	45.2	50.3	52.0

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

#	Item	School	Region	Province
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	93.7	95.6	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	95.2	93.5	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	96.8	96.1	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	82.5	81.9	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	90.5	87.3	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	87.3	82.9	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	68.3	73.2	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	79.4	78.9	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	73.0	77.7	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	81.0	88.4	88.6

Constructed Response

#	Item	School	Region	Province
1.	*Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)*	86.1	85.3	85.9
2.	*Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)*	65.6	59.9	60.4
3.	*Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)*	57.4	56.8	56.9
4.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))*	44.3	54.1	57.6
5.	*Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)*	70.5	72.2	73.8
6.	*Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)*	42.6	40.0	43.2
7.	*Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))*	60.7	59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Western Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=15]	Region [N=689]	Province [N=4,129]
	Non-Fiction **Selected Response:** *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	88.9	95.6	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	66.7	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	77.8	94.4	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	77.8	88.1	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	66.7	84.7	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	77.8	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	44.4	54.9	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	77.8	84.8	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	96.9	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	22.2	51.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	22.2	43.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	77.8	76.9	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	11.1	46.8	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	44.4	83.4	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	0.0	33.6	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	50.0	50.3	52.0
	Fiction **Selected Response:** *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	88.9	95.6	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	100.0	93.5	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	88.9	96.1	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	88.9	81.9	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	55.6	87.3	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	66.7	82.9	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	55.6	73.2	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	66.7	78.9	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	77.8	77.7	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	88.9	88.4	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	77.8	85.3	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	33.3	59.9	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	22.2	56.8	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	66.7	54.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	55.6	72.2	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	33.3	40.0	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	66.7	59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Western Region

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

Item / Cognitive Level - Outcome (*item parameter*)	School [N=12]	Region [N=689]	Province [N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	95.6	94.6
2. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	90.0	92.4	92.2
3. *Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	100.0	94.4	94.8
4. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	90.0	88.1	87.4
5. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	80.0	84.7	82.8
6. *Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	90.0	84.5	84.0
7. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	60.0	54.9	55.2
8. *Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	70.0	84.8	84.5
9. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	90.0	96.9	95.5
10. *Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	40.0	51.7	47.3
Constructed Response			
1. *Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)*	50.0	43.0	47.0
2. *Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)*	80.0	76.9	76.9
3. *Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)*	50.0	46.8	52.6
4. *Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)*	70.0	83.4	84.1
5. *Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)*	40.0	33.6	36.8
6. *Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)*	40.0	50.3	52.0
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	100.0	95.6	96.0
12. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	80.0	93.5	93.4
13. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	100.0	96.1	95.7
14. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	90.0	81.9	78.9
15. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	80.0	87.3	87.2
16. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	80.0	82.9	85.0
17. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	90.0	73.2	74.5
18. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	70.0	78.9	79.7
19. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	80.0	77.7	75.0
20. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	90.0	88.4	88.6
Constructed Response			
1. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)*	80.0	85.3	85.9
2. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)*	70.0	59.9	60.4
3. *Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)*	60.0	56.8	56.9
4. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))*	70.0	54.1	57.6
5. *Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)*	90.0	72.2	73.8
6. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)*	60.0	40.0	43.2
7. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))*	80.0	59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

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Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_3\WEB\EL15_3CL.RPT

NLESD - Western Region

School #: 389	Elwood Elementary, Deer Lake	Grades: K-5	School	Region	Province
Item	Cognitive Level - Outcome (*item parameter*)		[N=62]	[N=689]	[N=4,129]

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

		School	Region	Province
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	95.6	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	96.3	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	98.2	94.4	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	88.9	88.1	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	85.2	84.7	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	94.4	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	57.4	54.9	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	79.6	84.8	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	96.3	96.9	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	51.9	51.7	47.3

Constructed Response

	School	Region	Province
1. *Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)*	24.1	43.0	47.0
2. *Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)*	84.3	76.9	76.9
3. *Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)*	50.9	46.8	52.6
4. *Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)*	87.0	83.4	84.1
5. *Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)*	33.3	33.6	36.8
6. *Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)*	59.3	50.3	52.0

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

		School	Region	Province
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	98.1	95.6	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	96.2	93.5	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	100.0	96.1	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	88.7	81.9	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	94.3	87.3	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	94.3	82.9	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	81.1	73.2	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	86.8	78.9	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	81.1	77.7	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	88.7	88.4	88.6

Constructed Response

	School	Region	Province
1. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)*	96.2	85.3	85.9
2. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)*	73.6	59.9	60.4
3. *Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)*	52.8	56.8	56.9
4. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))*	60.4	54.1	57.6
5. *Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)*	83.0	72.2	73.8
6. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)*	45.3	40.0	43.2
7. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))*	67.9	59.2	57.6

Newfoundland Labrador

NLESD - Western Region

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

		School	**Region**	**Province**
Item	Cognitive Level - Outcome (*item parameter*)	[N=3]	[N=689]	[N=4,129]

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

		School	Region	Province
1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	95.6	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		92.4	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)		94.4	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)		88.1	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		84.7	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)		84.5	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)		54.9	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)		84.8	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)		96.9	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)		51.7	47.3

Constructed Response

	School	Region	Province
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)		43.0	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)		76.9	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)		46.8	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)		83.4	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)		33.6	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		50.3	52.0

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

		School	Region	Province
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)		95.6	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)		93.5	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)		96.1	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)		81.9	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))		87.3	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)		82.9	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)		73.2	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)		78.9	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)		77.7	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		88.4	88.6

Constructed Response

	School	Region	Province
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)		85.3	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)		59.9	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)		56.8	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))		54.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)		72.2	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)		40.0	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Western Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=5]	Region [N=689]	Province [N=4,129]
Non-Fiction Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
1. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	95.6	94.6
2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		92.4	92.2
3. Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)		94.4	94.8
4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)		88.1	87.4
5. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		84.7	82.8
6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)		84.5	84.0
7. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)		54.9	55.2
8. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)		84.8	84.5
9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)		96.9	95.5
10. Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)		51.7	47.3
Constructed Response			
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)		43.0	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)		76.9	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)		46.8	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)		83.4	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)		33.6	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		50.3	52.0
Fiction Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
11. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)		95.6	96.0
12. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)		93.5	93.4
13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)		96.1	95.7
14. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)		81.9	78.9
15. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))		87.3	87.2
16. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)		82.9	85.0
17. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)		73.2	74.5
18. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)		78.9	79.7
19. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)		77.7	75.0
20. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		88.4	88.6
Constructed Response			
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)		85.3	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)		59.9	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)		56.8	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))		54.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)		72.2	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)		40.0	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Western Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=10]	Region [N=689]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	95.6	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	77.8	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	100.0	94.4	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	88.9	88.1	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	84.7	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	100.0	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	66.7	54.9	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	88.9	84.8	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	96.9	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	55.6	51.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	22.2	43.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	77.8	76.9	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	22.2	46.8	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	66.7	83.4	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	33.3	33.6	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	50.0	50.3	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	100.0	95.6	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	100.0	93.5	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	100.0	96.1	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	77.8	81.9	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	100.0	87.3	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	66.7	82.9	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	88.9	73.2	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	66.7	78.9	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	88.9	77.7	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	100.0	88.4	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	83.3	85.3	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	33.3	59.9	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	66.7	56.8	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	66.7	54.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	55.6	72.2	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	22.2	40.0	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	66.7	59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Western Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=8]	Region [N=689]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	95.6	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	100.0	94.4	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	100.0	88.1	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	40.0	84.7	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	100.0	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	60.0	54.9	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	20.0	84.8	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	96.9	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	20.0	51.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	60.0	43.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	70.0	76.9	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	80.0	46.8	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	60.0	83.4	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	20.0	33.6	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	30.0	50.3	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	83.3	95.6	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	100.0	93.5	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	100.0	96.1	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	66.7	81.9	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	66.7	87.3	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	66.7	82.9	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	50.0	73.2	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	83.3	78.9	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	83.3	77.7	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	100.0	88.4	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	75.0	85.3	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	83.3	59.9	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	83.3	56.8	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	33.3	54.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	66.7	72.2	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	50.0	40.0	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	33.3	59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Western Region

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

Item	Cognitive Level - Outcome (item parameter)	School [N=11]	Region [N=689]	Province [N=4,129]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	100.0	95.6	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	100.0	92.4	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	100.0	94.4	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	100.0	88.1	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	90.0	84.7	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	100.0	84.5	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	70.0	54.9	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	100.0	84.8	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	100.0	96.9	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	40.0	51.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	40.0	43.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	80.0	76.9	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	85.0	46.8	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	100.0	83.4	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	80.0	33.6	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	60.0	50.3	52.0
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	100.0	95.6	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	100.0	93.5	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	100.0	96.1	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	100.0	81.9	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	100.0	87.3	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	80.0	82.9	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	90.0	73.2	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	70.0	78.9	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	90.0	77.7	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	100.0	88.4	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	100.0	85.3	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	60.0	59.9	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	50.0	56.8	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	80.0	54.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	70.0	72.2	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	30.0	40.0	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	60.0	59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Primary English Language Arts
Provincial Assessment, June 2015
School Report - Multiple Choice/Constructed Response
(Outcome Analysis: % of students who selected correct response)

NLESD - Western Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=10]	Region [N=689]	Province [N=4,129]
Non-Fiction — **Selected Response:** (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	95.6	94.6
2. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	92.4	92.2
3. *Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	100.0	94.4	94.8
4. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	88.9	88.1	87.4
5. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	84.7	82.8
6. *Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	88.9	84.5	84.0
7. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	66.7	54.9	55.2
8. *Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	88.9	84.8	84.5
9. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	96.9	95.5
10. *Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	88.9	51.7	47.3
Constructed Response			
1. *Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)*	88.9	43.0	47.0
2. *Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)*	77.8	76.9	76.9
3. *Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)*	66.7	46.8	52.6
4. *Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)*	100.0	83.4	84.1
5. *Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)*	88.9	33.6	36.8
6. *Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)*	77.8	50.3	52.0
Fiction — **Selected Response:** (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	90.0	95.6	96.0
12. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	100.0	93.5	93.4
13. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	90.0	96.1	95.7
14. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	80.0	81.9	78.9
15. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	80.0	87.3	87.2
16. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	100.0	82.9	85.0
17. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	100.0	73.2	74.5
18. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	100.0	78.9	79.7
19. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	60.0	77.7	75.0
20. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	90.0	88.4	88.6
Constructed Response			
1. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)*	100.0	85.3	85.9
2. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)*	77.8	59.9	60.4
3. *Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)*	100.0	56.8	56.9
4. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))*	66.7	54.1	57.6
5. *Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)*	100.0	72.2	73.8
6. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)*	55.6	40.0	43.2
7. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))*	100.0	59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Western Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=21]	Region [N=689]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	94.1	95.6	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	88.2	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	94.1	94.4	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	64.7	88.1	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	88.2	84.7	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	82.4	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	64.7	54.9	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	100.0	84.8	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	94.1	96.9	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	41.2	51.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	23.5	43.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	35.3	76.9	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	17.6	46.8	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	94.1	83.4	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	5.9	33.6	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	26.5	50.3	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	94.1	95.6	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	88.2	93.5	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	100.0	96.1	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	70.6	81.9	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	82.4	87.3	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	88.2	82.9	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	64.7	73.2	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	76.5	78.9	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	94.1	77.7	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	88.2	88.4	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	79.4	85.3	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	52.9	59.9	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	35.3	56.8	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	47.1	54.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	94.1	72.2	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	11.8	40.0	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	47.1	59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Western Region

School #: 953   White Hills Academy, St. Anthony   Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=26]	Region [N=689]	Province [N=4,129]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	91.7	95.6	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	100.0	92.4	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	95.8	94.4	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	100.0	88.1	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	87.5	84.7	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	100.0	84.5	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	79.2	54.9	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	95.8	84.8	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	100.0	96.9	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	62.5	51.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	45.8	43.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	95.8	76.9	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	52.1	46.8	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	87.5	83.4	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	50.0	33.6	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	58.3	50.3	52.0
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	100.0	95.6	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	95.8	93.5	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	95.8	96.1	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	79.2	81.9	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	95.8	87.3	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	100.0	82.9	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	83.3	73.2	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	91.7	78.9	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	91.7	77.7	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	95.8	88.4	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	93.8	85.3	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	54.2	59.9	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	62.5	56.8	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	79.2	54.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	87.5	72.2	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	58.3	40.0	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	70.8	59.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Central Region

School #: 125	Copper Ridge Academy, Baie Verte	Grades: K-12	School	Region	Province
Item	Cognitive Level - Outcome (*item parameter*)		[N=29]	[N=689]	[N=4,129]

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

		School	Region	Province
1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	95.8	94.8	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	100.0	91.5	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	95.8	95.3	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	87.5	87.3	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	91.7	82.6	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	79.2	81.9	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	70.8	53.4	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	87.5	83.5	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	91.7	94.4	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	54.2	45.4	47.3

Constructed Response

		School	Region	Province
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)		50.0	49.0	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)		64.6	77.8	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)		54.2	59.2	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)		87.5	84.2	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)		16.7	39.3	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		62.5	52.2	52.0

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

		School	Region	Province
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	95.7	93.5	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	95.7	93.3	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	100.0	94.5	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	69.6	74.1	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	91.3	84.7	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	78.3	86.6	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	73.9	71.6	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	91.3	78.1	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	69.6	72.1	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	95.7	90.0	88.6

Constructed Response

		School	Region	Province
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)		89.6	86.7	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)		75.0	66.6	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)		58.3	60.2	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))		66.7	57.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)		62.5	79.3	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)		29.2	46.5	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		58.3	58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=31]	Region [N=689]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	89.5	94.8	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	89.5	91.5	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	94.7	95.3	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	79.0	87.3	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	73.7	82.6	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	73.7	81.9	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	21.1	53.4	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	79.0	83.5	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	84.2	94.4	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	31.6	45.4	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	42.1	49.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	76.3	77.8	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	34.2	59.2	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	78.9	84.2	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	36.8	39.3	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	44.7	52.2	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	94.4	93.5	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	88.9	93.3	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	94.4	94.5	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	72.2	74.1	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	72.2	84.7	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	77.8	86.6	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	61.1	71.6	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	72.2	78.1	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	61.1	72.1	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	88.9	90.0	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	97.2	86.7	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	77.8	66.6	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	66.7	60.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	44.4	57.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	83.3	79.3	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	33.3	46.5	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	55.6	58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Central Region

School #: 142   Woodland Primary, Grand Falls-Windsor   Grades: K-3

Item	Cognitive Level - Outcome (*item parameter*)	School [N=58]	Region [N=689]	Province [N=4,129]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	93.3	94.8	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	95.6	91.5	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	97.8	95.3	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	82.2	87.3	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	84.4	82.6	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	82.2	81.9	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	55.6	53.4	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	71.1	83.5	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	95.6	94.4	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	37.8	45.4	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	48.9	49.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	83.3	77.8	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	58.9	59.2	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	88.9	84.2	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	46.7	39.3	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	55.6	52.2	52.0
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	86.1	93.5	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	93.0	93.3	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	95.4	94.5	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	74.4	74.1	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning (Read for meaning(Retrieve information from the text.))*	86.1	84.7	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	81.4	86.6	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	65.1	71.6	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	81.4	78.1	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	74.4	72.1	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	93.0	90.0	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	75.6	86.7	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	51.2	66.6	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	37.2	60.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	51.2	57.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	72.1	79.3	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	30.2	46.5	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	32.6	58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Central Region

School #: 144 Sprucewood Academy, Grand Falls-Windsor Grades: K-6	**School**	**Region**	**Province**
Item	Cognitive Level - Outcome *(item parameter)*	[N=31]	[N=689]	[N=4,129]

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

	School	Region	Province
1. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	94.8	94.6
2. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	91.5	92.2
3. *Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	100.0	95.3	94.8
4. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	100.0	87.3	87.4
5. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	96.2	82.6	82.8
6. *Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	92.3	81.9	84.0
7. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	92.3	53.4	55.2
8. *Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	100.0	83.5	84.5
9. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	94.4	95.5
10. *Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	84.6	45.4	47.3

Constructed Response

	School	Region	Province
1. *Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)*	80.8	49.0	47.0
2. *Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)*	96.2	77.8	76.9
3. *Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)*	94.2	59.2	52.6
4. *Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)*	100.0	84.2	84.1
5. *Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)*	100.0	39.3	36.8
6. *Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)*	59.6	52.2	52.0

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

	School	Region	Province
11. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	92.3	93.5	96.0
12. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	100.0	93.3	93.4
13. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	96.2	94.5	95.7
14. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	84.6	74.1	78.9
15. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	92.3	84.7	87.2
16. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	92.3	86.6	85.0
17. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	73.1	71.6	74.5
18. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	84.6	78.1	79.7
19. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	92.3	72.1	75.0
20. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	96.2	90.0	88.6

Constructed Response

	School	Region	Province
1. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)*	98.1	86.7	85.9
2. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)*	88.5	66.6	60.4
3. *Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)*	96.2	60.2	56.9
4. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))*	69.2	57.1	57.6
5. *Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)*	100.0	79.3	73.8
6. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)*	100.0	46.5	43.2
7. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))*	92.3	58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Central Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=12]	Region [N=689]	Province [N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	91.7	94.8	94.6
2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	91.7	91.5	92.2
3. Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	100.0	95.3	94.8
4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	91.7	87.3	87.4
5. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	83.3	82.6	82.8
6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	66.7	81.9	84.0
7. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	50.0	53.4	55.2
8. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	83.3	83.5	84.5
9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	91.7	94.4	95.5
10. Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	33.3	45.4	47.3
Constructed Response			
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	33.3	49.0	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	75.0	77.8	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	50.0	59.2	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	83.3	84.2	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	16.7	39.3	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	66.7	52.2	52.0
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	91.7	93.5	96.0
12. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	100.0	93.3	93.4
13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	83.3	94.5	95.7
14. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	91.7	74.1	78.9
15. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	91.7	84.7	87.2
16. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	91.7	86.6	85.0
17. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	58.3	71.6	74.5
18. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	75.0	78.1	79.7
19. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	75.0	72.1	75.0
20. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	91.7	90.0	88.6
Constructed Response			
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	83.3	86.7	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	100.0	66.6	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	75.0	60.2	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	41.7	57.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	91.7	79.3	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	58.3	46.5	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	58.3	58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=2]	Region [N=689]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	*School data with 5 or fewer students withheld for reasons of confidentiality.*	94.8	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*		91.5	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*		95.3	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*		87.3	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*		82.6	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*		81.9	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*		53.4	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*		83.5	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*		94.4	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*		45.4	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)		49.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)		77.8	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)		59.2	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)		84.2	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)		39.3	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		52.2	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*		93.5	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*		93.3	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*		94.5	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*		74.1	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*		84.7	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*		86.6	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*		71.6	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*		78.1	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*		72.1	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*		90.0	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)		86.7	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)		66.6	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)		60.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))		57.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)		79.3	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)		46.5	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=6]	Region [N=689]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	100.0	94.8	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	100.0	91.5	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	100.0	95.3	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	83.3	87.3	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	83.3	82.6	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	83.3	81.9	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	66.7	53.4	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	66.7	83.5	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	83.3	94.4	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	16.7	45.4	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	66.7	49.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	75.0	77.8	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	75.0	59.2	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	100.0	84.2	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	66.7	39.3	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	50.0	52.2	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	100.0	93.5	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	100.0	93.3	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	100.0	94.5	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	66.7	74.1	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	100.0	84.7	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	100.0	86.6	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	100.0	71.6	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	66.7	78.1	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	66.7	72.1	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	100.0	90.0	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	91.7	86.7	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	66.7	66.6	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	50.0	60.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	66.7	57.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	83.3	79.3	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	66.7	46.5	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	83.3	58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Central Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=12]	Region [N=689]	Province [N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	85.7	94.8	94.6
2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	100.0	91.5	92.2
3. Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	71.4	95.3	94.8
4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	100.0	87.3	87.4
5. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	85.7	82.6	82.8
6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	71.4	81.9	84.0
7. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	42.9	53.4	55.2
8. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	85.7	83.5	84.5
9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	71.4	94.4	95.5
10. Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	42.9	45.4	47.3
Constructed Response			
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	14.3	49.0	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	64.3	77.8	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	50.0	59.2	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	57.1	84.2	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	28.6	39.3	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	50.0	52.2	52.0
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	100.0	93.5	96.0
12. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	100.0	93.3	93.4
13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	100.0	94.5	95.7
14. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	100.0	74.1	78.9
15. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	85.7	84.7	87.2
16. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	100.0	86.6	85.0
17. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	100.0	71.6	74.5
18. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	57.1	78.1	79.7
19. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	85.7	72.1	75.0
20. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	85.7	90.0	88.6
Constructed Response			
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	92.9	86.7	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	57.1	66.6	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	42.9	60.2	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	28.6	57.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	71.4	79.3	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	28.6	46.5	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	71.4	58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Central Region

School #: 155   Leading Tickles Primary, Leading Tickles   Grades: K,2-3

Item	Cognitive Level - Outcome (*item parameter*)	School [N=4]	Region [N=689]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	*School data with 5 or fewer students withheld for reasons of confidentiality.*	94.8	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*		91.5	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*		95.3	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*		87.3	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*		82.6	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*		81.9	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*		53.4	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*		83.5	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*		94.4	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*		45.4	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)		49.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)		77.8	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)		59.2	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)		84.2	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)		39.3	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		52.2	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*		93.5	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*		93.3	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*		94.5	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*		74.1	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning (Read for meaning(Retrieve information from the text.))*		84.7	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*		86.6	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*		71.6	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*		78.1	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*		72.1	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*		90.0	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)		86.7	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)		66.6	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)		60.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))		57.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)		79.3	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)		46.5	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Central Region

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

		School [N=6]	Region [N=689]	Province [N=4,129]
Item	Cognitive Level - Outcome (*item parameter*)			

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

		School	Region	Province
1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	100.0	94.8	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	100.0	91.5	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	100.0	95.3	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	83.3	87.3	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	83.3	82.6	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	100.0	81.9	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	100.0	53.4	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	100.0	83.5	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	83.3	94.4	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	16.7	45.4	47.3

Constructed Response

	School	Region	Province
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	66.7	49.0	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	83.3	77.8	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	66.7	59.2	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	50.0	84.2	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	66.7	39.3	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	50.0	52.2	52.0

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

		School	Region	Province
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	100.0	93.5	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	100.0	93.3	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	100.0	94.5	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	66.7	74.1	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	83.3	84.7	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	66.7	86.6	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	33.3	71.6	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	100.0	78.1	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	66.7	72.1	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	100.0	90.0	88.6

Constructed Response

	School	Region	Province
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	75.0	86.7	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	66.7	66.6	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	50.0	60.2	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	33.3	57.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	33.3	79.3	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	0.0	46.5	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	50.0	58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=5]	Region [N=689]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	*School data with 5 or fewer students withheld for reasons of confidentiality.*	94.8	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*		91.5	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*		95.3	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*		87.3	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*		82.6	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*		81.9	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*		53.4	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*		83.5	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*		94.4	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*		45.4	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)		49.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)		77.8	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)		59.2	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)		84.2	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)		39.3	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		52.2	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*		93.5	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*		93.3	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*		94.5	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*		74.1	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*		84.7	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*		86.6	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*		71.6	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*		78.1	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*		72.1	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*		90.0	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)		86.7	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)		66.6	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)		60.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))		57.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)		79.3	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)		46.5	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_3\WEB\EL15_3CL.RPT

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Newfoundland Labrador

NLESD - Central Region

School #: 165   St. Stephen's AG, Rencontre East   Grades: 1-5,7,9-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=1]	Region [N=689]	Province [N=4,129]
	***Non-Fiction** Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	*School data with 5 or fewer students withheld for reasons of confidentiality.*	94.8	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*		91.5	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*		95.3	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*		87.3	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*		82.6	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*		81.9	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*		53.4	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*		83.5	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*		94.4	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*		45.4	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)		49.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)		77.8	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)		59.2	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)		84.2	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)		39.3	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		52.2	52.0
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*		93.5	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*		93.3	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*		94.5	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*		74.1	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*		84.7	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*		86.6	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*		71.6	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*		78.1	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*		72.1	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*		90.0	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)		86.7	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)		66.6	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)		60.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))		57.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)		79.3	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)		46.5	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=3]	Region [N=689]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	*School data with 5 or fewer students withheld for reasons of confidentiality.*	94.8	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*		91.5	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*		95.3	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*		87.3	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*		82.6	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*		81.9	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*		53.4	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*		83.5	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*		94.4	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*		45.4	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)		49.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)		77.8	76.9
	3. Inferential – (3) / 4 Use text features to determine content and additional information / (Identify a feature of text and explain its purpose in the text.)		59.2	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)		84.2	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)		39.3	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		52.2	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*		93.5	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*		93.3	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*		94.5	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*		74.1	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*		84.7	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*		86.6	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*		71.6	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*		78.1	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*		72.1	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*		90.0	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)		86.7	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)		66.6	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)		60.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))		57.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)		79.3	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)		46.5	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Central Region

School #: 172   Brian Peckford Primary, Triton   Grades: K-3

Item	Cognitive Level - Outcome (*item parameter*)	School [N=15]	Region [N=689]	Province [N=4,129]
	Non-Fiction **Selected Response:** *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	100.0	94.8	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	84.6	91.5	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	100.0	95.3	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	84.6	87.3	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	92.3	82.6	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	69.2	81.9	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	69.2	53.4	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	100.0	83.5	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	100.0	94.4	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	76.9	45.4	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	92.3	49.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	100.0	77.8	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	53.8	59.2	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	84.6	84.2	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	46.2	39.3	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	46.2	52.2	52.0
	Fiction **Selected Response:** *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	100.0	93.5	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	92.3	93.3	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	100.0	94.5	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	84.6	74.1	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	92.3	84.7	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	84.6	86.6	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	76.9	71.6	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	76.9	78.1	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	84.6	72.1	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	92.3	90.0	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	96.2	86.7	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	69.2	66.6	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	53.8	60.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	69.2	57.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	76.9	79.3	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	38.5	46.5	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	84.6	58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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NLESD - Central Region

School #: 174   St. Peter's Academy, Westport   Grades: K-4,7-10,12

	School [N=1]	Region [N=689]	Province [N=4,129]
Item — Cognitive Level - Outcome (*item parameter*)			

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	Region	Province
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*		94.8	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*		91.5	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*		95.3	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*		87.3	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*		82.6	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*		81.9	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*		53.4	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*		83.5	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*		94.4	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*		45.4	47.3

Constructed Response

#	Item	School	Region	Province
1.	*Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)*		49.0	47.0
2.	*Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)*		77.8	76.9
3.	*Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)*		59.2	52.6
4.	*Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)*		84.2	84.1
5.	*Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)*		39.3	36.8
6.	*Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)*		52.2	52.0

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

#	Item	School	Region	Province
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*		93.5	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*		93.3	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*		94.5	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*		74.1	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*		84.7	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*		86.6	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*		71.6	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*		78.1	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*		72.1	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*		90.0	88.6

Constructed Response

#	Item	School	Region	Province
1.	*Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)*		86.7	85.9
2.	*Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)*		66.6	60.4
3.	*Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)*		60.2	56.9
4.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))*		57.1	57.6
5.	*Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)*		79.3	73.8
6.	*Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)*		46.5	43.2
7.	*Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))*		58.5	57.6

Primary English Language Arts
Provincial Assessment, June 2015
School Report - Multiple Choice/Constructed Response

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

Newfoundland Labrador

NLESD - Central Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=9]	Region [N=689]	Province [N=4,129]
Non-Fiction Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
1. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	94.8	94.6
2. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	91.5	92.2
3. *Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	100.0	95.3	94.8
4. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	100.0	87.3	87.4
5. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	85.7	82.6	82.8
6. *Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	85.7	81.9	84.0
7. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	57.1	53.4	55.2
8. *Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	100.0	83.5	84.5
9. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	94.4	95.5
10. *Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	28.6	45.4	47.3
Constructed Response			
1. *Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)*	57.1	49.0	47.0
2. *Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)*	50.0	77.8	76.9
3. *Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)*	71.4	59.2	52.6
4. *Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)*	100.0	84.2	84.1
5. *Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)*	28.6	39.3	36.8
6. *Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)*	21.4	52.2	52.0
Fiction Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
11. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	85.7	93.5	96.0
12. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	85.7	93.3	93.4
13. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	100.0	94.5	95.7
14. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	71.4	74.1	78.9
15. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	85.7	84.7	87.2
16. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	85.7	86.6	85.0
17. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	71.4	71.6	74.5
18. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	42.9	78.1	79.7
19. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	28.6	72.1	75.0
20. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	71.4	90.0	88.6
Constructed Response			
1. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)*	85.7	86.7	85.9
2. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)*	71.4	66.6	60.4
3. *Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)*	57.1	60.2	56.9
4. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))*	42.9	57.1	57.6
5. *Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)*	100.0	79.3	73.8
6. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)*	42.9	46.5	43.2
7. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))*	57.1	58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=18]	Region [N=689]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	94.8	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	93.8	91.5	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	100.0	95.3	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	87.5	87.3	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	87.5	82.6	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	87.5	81.9	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	56.3	53.4	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	68.8	83.5	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	93.8	94.4	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	62.5	45.4	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	56.3	49.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	90.6	77.8	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	71.9	59.2	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	87.5	84.2	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	50.0	39.3	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	56.3	52.2	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	100.0	93.5	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	100.0	93.3	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	93.3	94.5	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	80.0	74.1	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	100.0	84.7	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	86.7	86.6	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	86.7	71.6	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	80.0	78.1	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	80.0	72.1	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	93.3	90.0	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	96.7	86.7	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	80.0	66.6	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	80.0	60.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	80.0	57.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	93.3	79.3	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	53.3	46.5	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	53.3	58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=9]	Region [N=689]	Province [N=4,129]
	Non-Fiction *Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	94.8	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	83.3	91.5	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	83.3	95.3	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	83.3	87.3	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	50.0	82.6	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	83.3	81.9	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	50.0	53.4	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	100.0	83.5	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	94.4	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	50.0	45.4	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	83.3	49.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	50.0	77.8	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	58.3	59.2	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	66.7	84.2	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	33.3	39.3	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	58.3	52.2	52.0
	Fiction *Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	57.1	93.5	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	85.7	93.3	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	85.7	94.5	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	85.7	74.1	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	57.1	84.7	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	28.6	86.6	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	57.1	71.6	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	42.9	78.1	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	57.1	72.1	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	57.1	90.0	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	78.6	86.7	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	42.9	66.6	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	42.9	60.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	42.9	57.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	28.6	79.3	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	42.9	46.5	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	42.9	58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Central Region

School #: 180   A. R. Scammell Academy, Change Islands   Grades: K-1,3-7,9-11

Item	Cognitive Level - Outcome (*item parameter*)	School [N=1]	Region [N=689]	Province [N=4,129]
	Non-Fiction **Selected Response:** *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	*School data with 5 or fewer students withheld for reasons of confidentiality.*	94.8	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*		91.5	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*		95.3	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*		87.3	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*		82.6	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*		81.9	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*		53.4	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*		83.5	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*		94.4	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*		45.4	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)		49.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)		77.8	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)		59.2	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)		84.2	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)		39.3	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		52.2	52.0
	Fiction **Selected Response:** *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*		93.5	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*		93.3	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*		94.5	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*		74.1	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*		84.7	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*		86.6	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*		71.6	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*		78.1	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*		72.1	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*		90.0	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)		86.7	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)		66.6	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)		60.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))		57.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)		79.3	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)		46.5	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Primary English Language Arts
Provincial Assessment, June 2015
School Report - Multiple Choice/Constructed Response
(Outcome Analysis: % of students who selected correct response)

NLESD - Central Region

School #: 182   Charlottetown Primary, Charlottetown, B.B.   Grades: K-3

Item	Cognitive Level - Outcome (*item parameter*)	School [N=2]	Region [N=689]	Province [N=4,129]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	94.8	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		91.5	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)		95.3	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)		87.3	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		82.6	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)		81.9	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)		53.4	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)		83.5	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)		94.4	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)		45.4	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)		49.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)		77.8	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)		59.2	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)		84.2	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)		39.3	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		52.2	52.0
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)		93.5	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)		93.3	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)		94.5	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)		74.1	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))		84.7	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)		86.6	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)		71.6	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)		78.1	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)		72.1	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		90.0	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)		86.7	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)		66.6	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)		60.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))		57.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)		79.3	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)		46.5	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Central Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=15]	Region [N=689]	Province [N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	94.8	94.6
2. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	90.9	91.5	92.2
3. *Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	100.0	95.3	94.8
4. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	81.8	87.3	87.4
5. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	63.6	82.6	82.8
6. *Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	72.7	81.9	84.0
7. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	27.3	53.4	55.2
8. *Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	63.6	83.5	84.5
9. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	90.9	94.4	95.5
10. *Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	45.5	45.4	47.3
Constructed Response			
1. *Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)*	72.7	49.0	47.0
2. *Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)*	90.9	77.8	76.9
3. *Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)*	40.9	59.2	52.6
4. *Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)*	72.7	84.2	84.1
5. *Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)*	27.3	39.3	36.8
6. *Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)*	40.9	52.2	52.0
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	100.0	93.5	96.0
12. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	100.0	93.3	93.4
13. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	90.9	94.5	95.7
14. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	81.8	74.1	78.9
15. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	90.9	84.7	87.2
16. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	100.0	86.6	85.0
17. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	81.8	71.6	74.5
18. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	90.9	78.1	79.7
19. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	63.6	72.1	75.0
20. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	90.9	90.0	88.6
Constructed Response			
1. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)*	86.4	86.7	85.9
2. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)*	63.6	66.6	60.4
3. *Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)*	36.4	60.2	56.9
4. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))*	36.4	57.1	57.6
5. *Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)*	63.6	79.3	73.8
6. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)*	36.4	46.5	43.2
7. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))*	54.5	58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Central Region

School #: 186   Heritage Academy, Greenspond   Grades: K,2-3

Item — Cognitive Level - Outcome (*item parameter*)	School [N=2]	Region [N=689]	Province [N=4,129]
Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	94.8	94.6
2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		91.5	92.2
3. Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)		95.3	94.8
4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)		87.3	87.4
5. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		82.6	82.8
6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)		81.9	84.0
7. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)		53.4	55.2
8. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)		83.5	84.5
9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)		94.4	95.5
10. Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)		45.4	47.3
Constructed Response			
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)		49.0	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)		77.8	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)		59.2	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)		84.2	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)		39.3	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		52.2	52.0
Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)		93.5	96.0
12. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)		93.3	93.4
13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)		94.5	95.7
14. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)		74.1	78.9
15. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))		84.7	87.2
16. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)		86.6	85.0
17. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)		71.6	74.5
18. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)		78.1	79.7
19. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)		72.1	75.0
20. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		90.0	88.6
Constructed Response			
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)		86.7	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)		66.6	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)		60.2	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))		57.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)		79.3	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)		46.5	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Newfoundland Labrador

NLESD - Central Region

School #: 188	Sandstone Academy, Ladle Cove	Grades: K-6	School	Region	Province
Item	Cognitive Level - Outcome (*item parameter*)		[N=5]	[N=689]	[N=4,129]

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

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

		Region	Province
1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	94.8	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	91.5	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	95.3	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	87.3	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	82.6	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	81.9	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	53.4	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	83.5	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	94.4	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	45.4	47.3

Constructed Response

		Region	Province
1.	Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	49.0	47.0
2.	Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	77.8	76.9
3.	Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	59.2	52.6
4.	Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	84.2	84.1
5.	Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	39.3	36.8
6.	Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	52.2	52.0

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

		Region	Province
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	93.5	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	93.3	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	94.5	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	74.1	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	84.7	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	86.6	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	71.6	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	78.1	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	72.1	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	90.0	88.6

Constructed Response

		Region	Province
1.	Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	86.7	85.9
2.	Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	66.6	60.4
3.	Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	60.2	56.9
4.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	57.1	57.6
5.	Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	79.3	73.8
6.	Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	46.5	43.2
7.	Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Central Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=52]	Region [N=689]	Province [N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	100.0	94.8	94.6
2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	84.8	91.5	92.2
3. Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	93.5	95.3	94.8
4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	91.3	87.3	87.4
5. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	93.5	82.6	82.8
6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	87.0	81.9	84.0
7. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	50.0	53.4	55.2
8. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	80.4	83.5	84.5
9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	91.3	94.4	95.5
10. Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	56.5	45.4	47.3
Constructed Response			
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	47.8	49.0	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	81.5	77.8	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	79.3	59.2	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	89.1	84.2	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	37.0	39.3	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	67.4	52.2	52.0
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	95.5	93.5	96.0
12. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	97.7	93.3	93.4
13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	100.0	94.5	95.7
14. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	72.7	74.1	78.9
15. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	86.4	84.7	87.2
16. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	90.9	86.6	85.0
17. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	79.6	71.6	74.5
18. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	77.3	78.1	79.7
19. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	84.1	72.1	75.0
20. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	93.2	90.0	88.6
Constructed Response			
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	93.2	86.7	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	68.2	66.6	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	61.4	60.2	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	61.4	57.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	84.1	79.3	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	63.6	46.5	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	65.9	58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Central Region

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

		School	Region	Province
Item	Cognitive Level - Outcome (*item parameter*)	[N=6]	[N=689]	[N=4,129]

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

1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	66.7	94.8	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	83.3	91.5	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	83.3	95.3	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	66.7	87.3	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	83.3	82.6	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	83.3	81.9	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	16.7	53.4	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	100.0	83.5	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	94.4	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	33.3	45.4	47.3

Constructed Response

	School	Region	Province
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	83.3	49.0	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	91.7	77.8	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	50.0	59.2	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	100.0	84.2	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	0.0	39.3	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	58.3	52.2	52.0

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

		School	Region	Province
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	83.3	93.5	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	100.0	93.3	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	83.3	94.5	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	83.3	74.1	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	100.0	84.7	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	100.0	86.6	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	66.7	71.6	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	50.0	78.1	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	50.0	72.1	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	100.0	90.0	88.6

Constructed Response

	School	Region	Province
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	100.0	86.7	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	50.0	66.6	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	66.7	60.2	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	83.3	57.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	83.3	79.3	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	33.3	46.5	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	33.3	58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=9]	Region [N=689]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	85.7	94.8	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	85.7	91.5	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	100.0	95.3	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	100.0	87.3	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	71.4	82.6	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	71.4	81.9	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	14.3	53.4	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	85.7	83.5	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	94.4	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	14.3	45.4	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	42.9	49.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	92.9	77.8	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	50.0	59.2	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	71.4	84.2	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	42.9	39.3	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	64.3	52.2	52.0
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	100.0	93.5	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	87.5	93.3	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	100.0	94.5	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	62.5	74.1	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning (Read for meaning(Retrieve information from the text.))*	100.0	84.7	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	100.0	86.6	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	50.0	71.6	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	75.0	78.1	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	62.5	72.1	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	100.0	90.0	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	81.3	86.7	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	75.0	66.6	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	50.0	60.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	50.0	57.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	50.0	79.3	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	25.0	46.5	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	37.5	58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Central Region

School #: 196   St. Gabriel's AG, St. Brendan's   Grades: K-1,3-4,7-10,1

Item	Cognitive Level - Outcome (*item parameter*)	School [N=1]	Region [N=689]	Province [N=4,129]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	94.8	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		91.5	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)		95.3	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)		87.3	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		82.6	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)		81.9	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)		53.4	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)		83.5	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)		94.4	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)		45.4	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)		49.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)		77.8	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)		59.2	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)		84.2	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)		39.3	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		52.2	52.0
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)		93.5	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)		93.3	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)		94.5	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)		74.1	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))		84.7	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)		86.6	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)		71.6	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)		78.1	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)		72.1	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		90.0	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)		86.7	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)		66.6	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)		60.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))		57.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)		79.3	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)		46.5	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=23]	Region [N=689]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	94.7	94.8	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	91.5	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	100.0	95.3	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	79.0	87.3	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	84.2	82.6	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	68.4	81.9	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	63.2	53.4	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	73.7	83.5	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	94.4	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	10.5	45.4	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	47.4	49.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	65.8	77.8	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	39.5	59.2	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	68.4	84.2	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	21.1	39.3	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	47.4	52.2	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	100.0	93.5	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	90.0	93.3	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	100.0	94.5	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	80.0	74.1	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning (Read for meaning(Retrieve information from the text.))*	95.0	84.7	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	95.0	86.6	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	60.0	71.6	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	80.0	78.1	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	75.0	72.1	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	85.0	90.0	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	87.5	86.7	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	60.0	66.6	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	45.0	60.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	55.0	57.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	90.0	79.3	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	65.0	46.5	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	55.0	58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=17]	Region [N=689]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	93.3	94.8	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	80.0	91.5	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	100.0	95.3	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	86.7	87.3	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	66.7	82.6	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	66.7	81.9	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	46.7	53.4	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	66.7	83.5	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	93.3	94.4	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	60.0	45.4	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	26.7	49.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	66.7	77.8	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	33.3	59.2	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	80.0	84.2	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	20.0	39.3	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	43.3	52.2	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	92.9	93.5	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	78.6	93.3	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	92.9	94.5	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	57.1	74.1	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	42.9	84.7	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	78.6	86.6	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	64.3	71.6	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	57.1	78.1	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	35.7	72.1	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	92.9	90.0	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	75.0	86.7	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	35.7	66.6	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	35.7	60.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	50.0	57.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	78.6	79.3	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	42.9	46.5	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	57.1	58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=22]	Region [N=689]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	90.0	94.8	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	80.0	91.5	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	90.0	95.3	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	70.0	87.3	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	65.0	82.6	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	55.0	81.9	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	40.0	53.4	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	70.0	83.5	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	85.0	94.4	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	25.0	45.4	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	5.0	49.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	62.5	77.8	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	27.5	59.2	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	50.0	84.2	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	10.0	39.3	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	30.0	52.2	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	80.0	93.5	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	75.0	93.3	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	85.0	94.5	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	45.0	74.1	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	65.0	84.7	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	80.0	86.6	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	50.0	71.6	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	65.0	78.1	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	40.0	72.1	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	85.0	90.0	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	62.5	86.7	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	55.0	66.6	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	35.0	60.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	25.0	57.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	65.0	79.3	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	20.0	46.5	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	35.0	58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Central Region

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

Item Cognitive Level - Outcome (*item parameter*)	School [N=10]	Region [N=689]	Province [N=4,129]
Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	94.8	94.6
2. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	91.5	92.2
3. *Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	100.0	95.3	94.8
4. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	100.0	87.3	87.4
5. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	71.4	82.6	82.8
6. *Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	100.0	81.9	84.0
7. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	57.1	53.4	55.2
8. *Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	100.0	83.5	84.5
9. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	94.4	95.5
10. *Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	71.4	45.4	47.3
Constructed Response			
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	28.6	49.0	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	92.9	77.8	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	92.9	59.2	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	85.7	84.2	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	28.6	39.3	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	64.3	52.2	52.0
Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	100.0	93.5	96.0
12. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	100.0	93.3	93.4
13. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	100.0	94.5	95.7
14. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	71.4	74.1	78.9
15. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	100.0	84.7	87.2
16. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	100.0	86.6	85.0
17. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	85.7	71.6	74.5
18. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	100.0	78.1	79.7
19. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	57.1	72.1	75.0
20. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	85.7	90.0	88.6
Constructed Response			
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	85.7	86.7	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	71.4	66.6	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	85.7	60.2	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	85.7	57.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	100.0	79.3	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	57.1	46.5	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	71.4	58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_3\WEB\EL15_3CL.RPT

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Newfoundland Labrador

NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=28]	Region [N=689]	Province [N=4,129]
	Non-Fiction **Selected Response:** *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	89.5	94.8	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	89.5	91.5	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	100.0	95.3	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	89.5	87.3	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	73.7	82.6	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	89.5	81.9	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	47.4	53.4	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	84.2	83.5	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	100.0	94.4	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	63.2	45.4	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	68.4	49.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	84.2	77.8	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	73.7	59.2	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	84.2	84.2	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	57.9	39.3	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	60.5	52.2	52.0
	Fiction **Selected Response:** *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	100.0	93.5	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	90.5	93.3	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	100.0	94.5	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	81.0	74.1	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning (Read for meaning(Retrieve information from the text.))	95.2	84.7	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	76.2	86.6	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	81.0	71.6	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	71.4	78.1	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	85.7	72.1	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	76.2	90.0	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	92.5	86.7	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	70.0	66.6	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	95.0	60.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	35.0	57.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	100.0	79.3	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	65.0	46.5	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	70.0	58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_3\WEB\EL15_3CL.RPT

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Newfoundland Labrador

NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=2]	Region [N=689]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	*School data with 5 or fewer students withheld for reasons of confidentiality.*	94.8	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*		91.5	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*		95.3	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*		87.3	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*		82.6	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*		81.9	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*		53.4	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*		83.5	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*		94.4	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*		45.4	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)		49.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)		77.8	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)		59.2	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)		84.2	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)		39.3	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		52.2	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*		93.5	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*		93.3	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*		94.5	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*		74.1	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*		84.7	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*		86.6	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*		71.6	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*		78.1	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*		72.1	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*		90.0	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)		86.7	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)		66.6	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)		60.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))		57.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)		79.3	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)		46.5	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Primary English Language Arts
Provincial Assessment, June 2015
School Report - Multiple Choice/Constructed Response
(Outcome Analysis: % of students who selected correct response)

NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=17]	Region [N=689]	Province [N=4,129]
	Non-Fiction Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	69.2	94.8	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	76.9	91.5	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	92.3	95.3	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	84.6	87.3	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	76.9	82.6	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	69.2	81.9	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	30.8	53.4	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	69.2	83.5	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	94.4	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	46.2	45.4	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	30.8	49.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	42.3	77.8	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	53.8	59.2	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	61.5	84.2	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	46.2	39.3	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	42.3	52.2	52.0
	Fiction Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	81.3	93.5	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	81.3	93.3	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	81.3	94.5	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	81.3	74.1	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	81.3	84.7	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	93.8	86.6	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	50.0	71.6	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	75.0	78.1	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	31.3	72.1	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	93.8	90.0	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	70.0	86.7	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	73.3	66.6	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	53.3	60.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	60.0	57.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	73.3	79.3	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	33.3	46.5	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	60.0	58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Central Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=14]	Region [N=689]	Province [N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	100.0	94.8	94.6
2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	92.3	91.5	92.2
3. Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	92.3	95.3	94.8
4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	69.2	87.3	87.4
5. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	84.6	82.6	82.8
6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	92.3	81.9	84.0
7. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	30.8	53.4	55.2
8. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	100.0	83.5	84.5
9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	100.0	94.4	95.5
10. Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	69.2	45.4	47.3
Constructed Response			
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	53.8	49.0	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	61.5	77.8	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	65.4	59.2	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	100.0	84.2	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	30.8	39.3	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	53.8	52.2	52.0
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	100.0	93.5	96.0
12. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	92.3	93.3	93.4
13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	100.0	94.5	95.7
14. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	84.6	74.1	78.9
15. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	100.0	84.7	87.2
16. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	100.0	86.6	85.0
17. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	61.5	71.6	74.5
18. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	84.6	78.1	79.7
19. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	84.6	72.1	75.0
20. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	92.3	90.0	88.6
Constructed Response			
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	61.5	86.7	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	76.9	66.6	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	69.2	60.2	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	76.9	57.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	61.5	79.3	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	46.2	46.5	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	61.5	58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=25]	Region [N=689]	Province [N=4,129]
	Non-Fiction **Selected Response:** *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	94.8	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	95.0	91.5	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	85.0	95.3	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	90.0	87.3	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	80.0	82.6	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	90.0	81.9	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	55.0	53.4	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	95.0	83.5	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	95.0	94.4	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	40.0	45.4	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	45.0	49.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	80.0	77.8	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	45.0	59.2	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	85.0	84.2	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	20.0	39.3	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	45.0	52.2	52.0
	Fiction **Selected Response:** *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	90.0	93.5	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	95.0	93.3	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	100.0	94.5	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	80.0	74.1	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	80.0	84.7	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	90.0	86.6	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	75.0	71.6	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	90.0	78.1	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	75.0	72.1	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	85.0	90.0	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	87.5	86.7	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	80.0	66.6	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	55.0	60.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	65.0	57.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	90.0	79.3	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	35.0	46.5	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	60.0	58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=4]	Region [N=689]	Province [N=4,129]
	Non-Fiction **Selected Response:** *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	*School data with 5 or fewer students withheld for reasons of confidentiality.*	94.8	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*		91.5	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*		95.3	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*		87.3	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*		82.6	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*		81.9	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*		53.4	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*		83.5	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*		94.4	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*		45.4	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)		49.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)		77.8	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)		59.2	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)		84.2	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)		39.3	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		52.2	52.0
	Fiction **Selected Response:** *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*		93.5	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*		93.3	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*		94.5	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*		74.1	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning (Read for meaning(Retrieve information from the text.))*		84.7	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*		86.6	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*		71.6	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*		78.1	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*		72.1	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*		90.0	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)		86.7	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)		66.6	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)		60.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))		57.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)		79.3	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)		46.5	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=24]	Region [N=689]	Province [N=4,129]
	Non-Fiction Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	100.0	94.8	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	95.7	91.5	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	100.0	95.3	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	100.0	87.3	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	69.6	82.6	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	87.0	81.9	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	65.2	53.4	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	87.0	83.5	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	95.7	94.4	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	47.8	45.4	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	43.5	49.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	69.6	77.8	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	32.6	59.2	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	69.6	84.2	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	21.7	39.3	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	47.8	52.2	52.0
	Fiction Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	100.0	93.5	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	95.2	93.3	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	85.7	94.5	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	66.7	74.1	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	95.2	84.7	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	90.5	86.6	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	85.7	71.6	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	90.5	78.1	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	71.4	72.1	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	90.5	90.0	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	100.0	86.7	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	90.5	66.6	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	71.4	60.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	76.2	57.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	76.2	79.3	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	52.4	46.5	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	47.6	58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Central Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=16]	Region [N=689]	Province [N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	100.0	94.8	94.6
2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	84.6	91.5	92.2
3. Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	100.0	95.3	94.8
4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	84.6	87.3	87.4
5. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	69.2	82.6	82.8
6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	100.0	81.9	84.0
7. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	46.2	53.4	55.2
8. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	84.6	83.5	84.5
9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	100.0	94.4	95.5
10. Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	38.5	45.4	47.3
Constructed Response			
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	76.9	49.0	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	84.6	77.8	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	92.3	59.2	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	92.3	84.2	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	76.9	39.3	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	65.4	52.2	52.0
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	100.0	93.5	96.0
12. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	100.0	93.3	93.4
13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	100.0	94.5	95.7
14. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	84.6	74.1	78.9
15. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	84.6	84.7	87.2
16. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	100.0	86.6	85.0
17. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	92.3	71.6	74.5
18. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	76.9	78.1	79.7
19. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	61.5	72.1	75.0
20. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	92.3	90.0	88.6
Constructed Response			
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	92.3	86.7	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	61.5	66.6	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	76.9	60.2	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	69.2	57.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	92.3	79.3	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	61.5	46.5	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	84.6	58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=81]	Region [N=689]	Province [N=4,129]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	95.7	94.8	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	94.3	91.5	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	95.7	95.3	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	90.0	87.3	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	85.7	82.6	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	87.1	81.9	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	60.0	53.4	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	90.0	83.5	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	95.7	94.4	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	38.6	45.4	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	47.1	49.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	80.7	77.8	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	71.4	59.2	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	92.9	84.2	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	44.3	39.3	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	52.1	52.2	52.0
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	100.0	93.5	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	95.6	93.3	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	97.1	94.5	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	75.0	74.1	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	89.7	84.7	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	83.8	86.6	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	76.5	71.6	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	82.4	78.1	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	85.3	72.1	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	94.1	90.0	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	89.0	86.7	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	70.6	66.6	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	66.2	60.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	63.2	57.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	85.3	79.3	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	48.5	46.5	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	60.3	58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Central Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=11]	Region [N=689]	Province [N=4,129]
***Non-Fiction* Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	94.8	94.6
2. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	91.5	92.2
3. *Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	100.0	95.3	94.8
4. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	63.6	87.3	87.4
5. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	90.9	82.6	82.8
6. *Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	100.0	81.9	84.0
7. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	36.4	53.4	55.2
8. *Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	81.8	83.5	84.5
9. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	94.4	95.5
10. *Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	54.6	45.4	47.3
Constructed Response			
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	45.5	49.0	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	86.4	77.8	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	68.2	59.2	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	100.0	84.2	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	63.6	39.3	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	40.9	52.2	52.0
***Fiction* Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	100.0	93.5	96.0
12. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	100.0	93.3	93.4
13. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	100.0	94.5	95.7
14. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	63.6	74.1	78.9
15. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	90.9	84.7	87.2
16. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	72.7	86.6	85.0
17. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	90.9	71.6	74.5
18. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	90.9	78.1	79.7
19. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	100.0	72.1	75.0
20. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	100.0	90.0	88.6
Constructed Response			
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	95.5	86.7	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	54.5	66.6	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	63.6	60.2	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	54.5	57.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	72.7	79.3	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	54.5	46.5	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	54.5	58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Central Region

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

		School [N=16]	Region [N=689]	Province [N=4,129]
Item	Cognitive Level - Outcome (*item parameter*)			

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

		School	Region	Province
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	94.8	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	91.5	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	100.0	95.3	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	86.7	87.3	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	82.6	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	93.3	81.9	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	80.0	53.4	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	93.3	83.5	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	94.4	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	53.3	45.4	47.3

Constructed Response

	School	Region	Province
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	46.7	49.0	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	73.3	77.8	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	60.0	59.2	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	86.7	84.2	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	33.3	39.3	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	33.3	52.2	52.0

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

		School	Region	Province
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	91.7	93.5	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	100.0	93.3	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	91.7	94.5	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	66.7	74.1	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	66.7	84.7	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	91.7	86.6	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	91.7	71.6	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	100.0	78.1	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	91.7	72.1	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	91.7	90.0	88.6

Constructed Response

	School	Region	Province
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	87.5	86.7	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	75.0	66.6	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	75.0	60.2	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	66.7	57.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	83.3	79.3	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	41.7	46.5	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	58.3	58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

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Newfoundland Labrador

NLESD - Central Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=7]	Region [N=689]	Province [N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	100.0	94.8	94.6
2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	100.0	91.5	92.2
3. Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	100.0	95.3	94.8
4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	100.0	87.3	87.4
5. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	85.7	82.6	82.8
6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	85.7	81.9	84.0
7. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	57.1	53.4	55.2
8. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	85.7	83.5	84.5
9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	100.0	94.4	95.5
10. Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	57.1	45.4	47.3
Constructed Response			
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	42.9	49.0	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	100.0	77.8	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	85.7	59.2	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	100.0	84.2	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	100.0	39.3	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	64.3	52.2	52.0
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	100.0	93.5	96.0
12. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	100.0	93.3	93.4
13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	100.0	94.5	95.7
14. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	71.4	74.1	78.9
15. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	85.7	84.7	87.2
16. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	85.7	86.6	85.0
17. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	71.4	71.6	74.5
18. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	85.7	78.1	79.7
19. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	85.7	72.1	75.0
20. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	85.7	90.0	88.6
Constructed Response			
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	92.9	86.7	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	100.0	66.6	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	100.0	60.2	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	57.1	57.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	71.4	79.3	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	85.7	46.5	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	100.0	58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
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NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=27]	Region [N=689]	Province [N=4,129]
	Non-Fiction **Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)***			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	96.0	94.8	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	92.0	91.5	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	88.0	95.3	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	84.0	87.3	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	88.0	82.6	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	88.0	81.9	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	44.0	53.4	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	88.0	83.5	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	96.0	94.4	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	32.0	45.4	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	40.0	49.0	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	86.0	77.8	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	32.0	59.2	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	88.0	84.2	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	20.0	39.3	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	62.0	52.2	52.0
	Fiction **Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)***			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	92.0	93.5	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	96.0	93.3	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	96.0	94.5	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	80.0	74.1	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	68.0	84.7	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	88.0	86.6	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	76.0	71.6	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	72.0	78.1	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	72.0	72.1	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	92.0	90.0	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	96.0	86.7	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	44.0	66.6	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	48.0	60.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	52.0	57.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	84.0	79.3	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	28.0	46.5	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	60.0	58.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=26]	Region [N=2,494]	Province [N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	84.6	94.2	94.6
2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	88.5	92.4	92.2
3. Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	92.3	94.7	94.8
4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	73.1	87.5	87.4
5. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	76.9	82.1	82.8
6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	65.4	84.5	84.0
7. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	38.5	56.0	55.2
8. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	80.8	84.9	84.5
9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	96.2	95.5	95.5
10. Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	19.2	46.7	47.3
Constructed Response			
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	46.2	46.9	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	75.0	76.6	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	42.3	52.6	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	80.8	84.9	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	34.6	36.9	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	53.8	52.5	52.0
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	84.6	96.7	96.0
12. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	80.8	93.7	93.4
13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	88.5	96.0	95.7
14. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	76.9	80.3	78.9
15. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	76.9	88.2	87.2
16. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	73.1	85.4	85.0
17. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	76.9	76.4	74.5
18. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	65.4	80.0	79.7
19. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	65.4	75.5	75.0
20. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	84.6	88.8	88.6
Constructed Response			
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	90.4	85.8	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	80.8	59.1	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	50.0	56.2	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	42.3	59.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	53.8	73.1	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	34.6	43.2	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	50.0	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

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

		School	**Region**	**Province**
Item	Cognitive Level - Outcome (*item parameter*)	[N=4]	[N=2,494]	[N=4,129]

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

1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	94.2	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		92.4	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)		94.7	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)		87.5	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		82.1	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)		84.5	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)		56.0	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)		84.9	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)		95.5	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)		46.7	47.3

Constructed Response

1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	46.9	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	76.6	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	52.6	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	84.9	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	36.9	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	52.5	52.0

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

11. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	96.7	96.0
12. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	93.7	93.4
13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	96.0	95.7
14. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	80.3	78.9
15. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	88.2	87.2
16. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	85.4	85.0
17. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	76.4	74.5
18. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	80.0	79.7
19. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	75.5	75.0
20. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	88.8	88.6

Constructed Response

1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	85.8	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	59.1	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	56.2	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	59.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	73.1	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	43.2	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=33]	Region [N=2,494]	Province [N=4,129]
	Non-Fiction **Selected Response:** *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	88.9	94.2	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	92.6	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	96.3	94.7	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	88.9	87.5	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	70.4	82.1	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	88.9	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	59.3	56.0	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	77.8	84.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	96.3	95.5	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	44.4	46.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	55.6	46.9	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	90.7	76.6	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	46.3	52.6	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	88.9	84.9	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	14.8	36.9	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	64.8	52.5	52.0
	Fiction **Selected Response:** *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	96.3	96.7	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	88.9	93.7	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	100.0	96.0	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	85.2	80.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	85.2	88.2	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	81.5	85.4	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	66.7	76.4	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	70.4	80.0	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	70.4	75.5	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	92.6	88.8	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	88.9	85.8	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	70.4	59.1	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	74.1	56.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	59.3	59.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	88.9	73.1	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	55.6	43.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	55.6	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Primary English Language Arts
Provincial Assessment, June 2015
School Report - Multiple Choice/Constructed Response
(Outcome Analysis: % of students who selected correct response)

Newfoundland Labrador

NLESD - Eastern Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=2]	Region [N=2,494]	Province [N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	94.2	94.6
2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		92.4	92.2
3. Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)		94.7	94.8
4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)		87.5	87.4
5. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)		82.1	82.8
6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)		84.5	84.0
7. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)		56.0	55.2
8. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)		84.9	84.5
9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)		95.5	95.5
10. Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)		46.7	47.3
Constructed Response			
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)		46.9	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)		76.6	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)		52.6	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)		84.9	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)		36.9	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		52.5	52.0
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)		96.7	96.0
12. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)		93.7	93.4
13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)		96.0	95.7
14. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)		80.3	78.9
15. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))		88.2	87.2
16. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)		85.4	85.0
17. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)		76.4	74.5
18. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)		80.0	79.7
19. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)		75.5	75.0
20. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		88.8	88.6
Constructed Response			
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)		85.8	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)		59.1	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)		56.2	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))		59.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)		73.1	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)		43.2	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Primary English Language Arts
Provincial Assessment, June 2015
School Report - Multiple Choice/Constructed Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=43]	Region [N=2,494]	Province [N=4,129]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	100.0	94.2	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	94.3	92.4	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	97.1	94.7	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	85.7	87.5	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	82.9	82.1	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	82.9	84.5	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	60.0	56.0	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	82.9	84.9	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	97.1	95.5	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	37.1	46.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	42.9	46.9	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	77.1	76.6	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	58.6	52.6	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	88.6	84.9	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	42.9	36.9	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	57.1	52.5	52.0
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	100.0	96.7	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	93.9	93.7	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	97.0	96.0	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	69.7	80.3	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	90.9	88.2	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	81.8	85.4	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	72.7	76.4	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	75.8	80.0	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	81.8	75.5	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	78.8	88.8	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	81.8	85.8	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	60.6	59.1	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	54.5	56.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	60.6	59.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	72.7	73.1	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	39.4	43.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	63.6	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Primary English Language Arts
Provincial Assessment, June 2015
School Report - Multiple Choice/Constructed Response
(Outcome Analysis: % of students who selected correct response)

NLESD - Eastern Region

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

Item — Cognitive Level - Outcome (item parameter)	School [N=7]	Region [N=2,494]	Province [N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	100.0	94.2	94.6
2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	100.0	92.4	92.2
3. Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	100.0	94.7	94.8
4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	42.9	87.5	87.4
5. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	85.7	82.1	82.8
6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	100.0	84.5	84.0
7. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	57.1	56.0	55.2
8. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	100.0	84.9	84.5
9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	100.0	95.5	95.5
10. Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	42.9	46.7	47.3
Constructed Response			
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	57.1	46.9	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	71.4	76.6	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	85.7	52.6	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	42.9	84.9	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	28.6	36.9	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	71.4	52.5	52.0
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	100.0	96.7	96.0
12. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	100.0	93.7	93.4
13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	100.0	96.0	95.7
14. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	85.7	80.3	78.9
15. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	85.7	88.2	87.2
16. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	85.7	85.4	85.0
17. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	71.4	76.4	74.5
18. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	57.1	80.0	79.7
19. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	57.1	75.5	75.0
20. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	85.7	88.8	88.6
Constructed Response			
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	100.0	85.8	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	50.0	59.1	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	83.3	56.2	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	50.0	59.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	83.3	73.1	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	50.0	43.2	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	50.0	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Eastern Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=15]	Region [N=2,494]	Province [N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	92.9	94.2	94.6
2. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	85.7	92.4	92.2
3. *Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	100.0	94.7	94.8
4. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	78.6	87.5	87.4
5. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	71.4	82.1	82.8
6. *Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	85.7	84.5	84.0
7. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	21.4	56.0	55.2
8. *Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	85.7	84.9	84.5
9. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	95.5	95.5
10. *Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	42.9	46.7	47.3
Constructed Response			
1. *Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)*	85.7	46.9	47.0
2. *Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)*	71.4	76.6	76.9
3. *Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)*	67.9	52.6	52.6
4. *Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)*	92.9	84.9	84.1
5. *Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)*	35.7	36.9	36.8
6. *Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)*	53.6	52.5	52.0
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	92.9	96.7	96.0
12. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	100.0	93.7	93.4
13. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	85.7	96.0	95.7
14. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	92.9	80.3	78.9
15. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	64.3	88.2	87.2
16. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	92.9	85.4	85.0
17. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	71.4	76.4	74.5
18. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	85.7	80.0	79.7
19. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	64.3	75.5	75.0
20. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	78.6	88.8	88.6
Constructed Response			
1. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)*	82.1	85.8	85.9
2. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)*	71.4	59.1	60.4
3. *Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)*	85.7	56.2	56.9
4. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))*	35.7	59.1	57.6
5. *Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)*	85.7	73.1	73.8
6. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)*	28.6	43.2	43.2
7. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))*	64.3	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=10]	Region [N=2,494]	Province [N=4,129]
	Non-Fiction Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	94.2	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	100.0	94.7	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	77.8	87.5	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	88.9	82.1	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	66.7	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	77.8	56.0	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	88.9	84.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	95.5	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	33.3	46.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	44.4	46.9	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	66.7	76.6	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	50.0	52.6	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	100.0	84.9	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	33.3	36.9	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	72.2	52.5	52.0
	Fiction Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	100.0	96.7	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	100.0	93.7	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	100.0	96.0	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	75.0	80.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	87.5	88.2	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	87.5	85.4	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	87.5	76.4	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	75.0	80.0	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	75.0	75.5	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	75.0	88.8	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	93.8	85.8	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	75.0	59.1	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	62.5	56.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	25.0	59.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	100.0	73.1	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	87.5	43.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	37.5	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

School #: 232   Matthew Elementary School, Bonavista   Grades: K-6

Item — Cognitive Level - Outcome (*item parameter*)	School [N=48]	Region [N=2,494]	Province [N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	95.6	94.2	94.6
2. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	91.1	92.4	92.2
3. *Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	88.9	94.7	94.8
4. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	77.8	87.5	87.4
5. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	80.0	82.1	82.8
6. *Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	60.0	84.5	84.0
7. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	26.7	56.0	55.2
8. *Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	82.2	84.9	84.5
9. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	95.6	95.5	95.5
10. *Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	26.7	46.7	47.3
Constructed Response			
1. *Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)*	44.4	46.9	47.0
2. *Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)*	72.2	76.6	76.9
3. *Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)*	63.3	52.6	52.6
4. *Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)*	80.0	84.9	84.1
5. *Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)*	31.1	36.9	36.8
6. *Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)*	43.3	52.5	52.0
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	92.9	96.7	96.0
12. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	83.3	93.7	93.4
13. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	90.5	96.0	95.7
14. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	76.2	80.3	78.9
15. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	83.3	88.2	87.2
16. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	78.6	85.4	85.0
17. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	57.1	76.4	74.5
18. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	76.2	80.0	79.7
19. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	71.4	75.5	75.0
20. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	81.0	88.8	88.6
Constructed Response			
1. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)*	79.1	85.8	85.9
2. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)*	60.5	59.1	60.4
3. *Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)*	55.8	56.2	56.9
4. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))*	55.8	59.1	57.6
5. *Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)*	74.4	73.1	73.8
6. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)*	41.9	43.2	43.2
7. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))*	44.2	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=9]	Region [N=2,494]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	94.2	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	88.9	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	100.0	94.7	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	100.0	87.5	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	82.1	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	88.9	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	55.6	56.0	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	100.0	84.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	95.5	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	33.3	46.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	88.9	46.9	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	83.3	76.6	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	72.2	52.6	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	100.0	84.9	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	22.2	36.9	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	61.1	52.5	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	100.0	96.7	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	100.0	93.7	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	100.0	96.0	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	55.6	80.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	100.0	88.2	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	100.0	85.4	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	88.9	76.4	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	88.9	80.0	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	88.9	75.5	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	100.0	88.8	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	100.0	85.8	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	88.9	59.1	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	77.8	56.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	100.0	59.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	100.0	73.1	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	100.0	43.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	100.0	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

Item	Cognitive Level - Outcome (*item parameter*)	School [N=32]	Region [N=2,494]	Province [N=4,129]
	Non-Fiction **Selected Response:** *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	96.0	94.2	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	96.0	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	96.0	94.7	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	80.0	87.5	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	88.0	82.1	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	80.0	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	60.0	56.0	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	84.0	84.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	95.5	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	48.0	46.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	52.0	46.9	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	84.0	76.6	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	58.0	52.6	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	92.0	84.9	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	44.0	36.9	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	54.0	52.5	52.0
	Fiction **Selected Response:** *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	91.3	96.7	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	95.7	93.7	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	95.7	96.0	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	82.6	80.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	95.7	88.2	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	95.7	85.4	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	78.3	76.4	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	73.9	80.0	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	87.0	75.5	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	91.3	88.8	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	84.8	85.8	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	69.6	59.1	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	43.5	56.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	65.2	59.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	87.0	73.1	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	34.8	43.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	43.5	57.0	57.6

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

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
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Newfoundland Labrador

NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=10]	Region [N=2,494]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	88.9	94.2	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	88.9	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	100.0	94.7	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	100.0	87.5	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	82.1	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	88.9	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	88.9	56.0	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	100.0	84.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	95.5	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	66.7	46.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	77.8	46.9	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	100.0	76.6	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	77.8	52.6	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	100.0	84.9	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	11.1	36.9	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	66.7	52.5	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	100.0	96.7	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	100.0	93.7	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	100.0	96.0	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	77.8	80.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	100.0	88.2	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	88.9	85.4	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	88.9	76.4	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	88.9	80.0	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	88.9	75.5	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	88.9	88.8	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	100.0	85.8	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	44.4	59.1	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	77.8	56.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	77.8	59.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	100.0	73.1	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	77.8	43.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	55.6	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

School #: 242   Random Island Academy, Hickman's Harbour   Grades: 1-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=10]	Region [N=2,494]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	88.9	94.2	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	88.9	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	88.9	94.7	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	100.0	87.5	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	55.6	82.1	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	55.6	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	33.3	56.0	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	66.7	84.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	95.5	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	33.3	46.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	44.4	46.9	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	83.3	76.6	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	27.8	52.6	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	66.7	84.9	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	11.1	36.9	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	27.8	52.5	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	88.9	96.7	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	77.8	93.7	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	77.8	96.0	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	77.8	80.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	88.9	88.2	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	55.6	85.4	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	66.7	76.4	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	88.9	80.0	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	44.4	75.5	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	88.9	88.8	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	94.4	85.8	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	22.2	59.1	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	44.4	56.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	55.6	59.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	66.7	73.1	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	33.3	43.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	44.4	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=89]	Region [N=2,494]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	97.5	94.2	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	93.8	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	98.8	94.7	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	87.7	87.5	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	84.0	82.1	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	90.1	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	49.4	56.0	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	85.2	84.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	96.3	95.5	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	48.2	46.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	53.1	46.9	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	72.8	76.6	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	54.9	52.6	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	79.0	84.9	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	44.4	36.9	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	47.5	52.5	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	98.7	96.7	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	93.4	93.7	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	98.7	96.0	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	82.9	80.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning (Read for meaning(Retrieve information from the text.))*	84.2	88.2	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	81.6	85.4	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	76.3	76.4	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	79.0	80.0	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	71.1	75.5	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	81.6	88.8	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	85.1	85.8	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	62.3	59.1	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	50.6	56.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	62.3	59.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	58.4	73.1	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	41.6	43.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	53.2	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Primary English Language Arts
Provincial Assessment, June 2015
School Report - Multiple Choice/Constructed Response
(Outcome Analysis: % of students who selected correct response)

Newfoundland Labrador

NLESD - Eastern Region

School #: 246   Swift Current Academy, Swift Current   Grades: 1,3-12

		School	**Region**	**Province**
Item	Cognitive Level - Outcome (*item parameter*)	[N=1]	[N=2,494]	[N=4,129]

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

#	Item	School	Region	Province
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	*School data with 5 or fewer students withheld for reasons of confidentiality.*	94.2	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*		92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*		94.7	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*		87.5	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*		82.1	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*		84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*		56.0	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*		84.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*		95.5	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*		46.7	47.3

Constructed Response

Item	School	Region	Province
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)		46.9	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)		76.6	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)		52.6	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)		84.9	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)		36.9	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		52.5	52.0

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

#	Item	School	Region	Province
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*		96.7	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*		93.7	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*		96.0	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*		80.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*		88.2	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*		85.4	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*		76.4	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*		80.0	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*		75.5	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*		88.8	88.6

Constructed Response

Item	School	Region	Province
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)		85.8	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)		59.1	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)		56.2	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))		59.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)		73.1	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)		43.2	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=22]	Region [N=2,494]	Province [N=4,129]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	89.5	94.2	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	89.5	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	94.7	94.7	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	89.5	87.5	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	84.2	82.1	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	84.2	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	57.9	56.0	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	84.2	84.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	94.7	95.5	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	36.8	46.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	57.9	46.9	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	78.9	76.6	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	44.7	52.6	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	84.2	84.9	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	21.1	36.9	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	50.0	52.5	52.0
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	100.0	96.7	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	100.0	93.7	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	94.7	96.0	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	79.0	80.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	84.2	88.2	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	68.4	85.4	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	63.2	76.4	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	79.0	80.0	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	57.9	75.5	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	79.0	88.8	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	86.8	85.8	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	73.7	59.1	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	42.1	56.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	68.4	59.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	73.7	73.1	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	31.6	43.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	52.6	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

School #: 259   Coley's Point Primary, Coley's Point   Grades: K-3

Item — Cognitive Level - Outcome (*item parameter*)	School [N=85]	Region [N=2,494]	Province [N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	97.0	94.2	94.6
2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	95.5	92.4	92.2
3. Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	97.0	94.7	94.8
4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	86.4	87.5	87.4
5. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	92.4	82.1	82.8
6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	87.9	84.5	84.0
7. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	62.1	56.0	55.2
8. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	87.9	84.9	84.5
9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	98.5	95.5	95.5
10. Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	51.5	46.7	47.3
Constructed Response			
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	40.9	46.9	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	73.5	76.6	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	68.9	52.6	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	84.8	84.9	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	39.4	36.9	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	56.1	52.5	52.0
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	98.4	96.7	96.0
12. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	95.3	93.7	93.4
13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	98.4	96.0	95.7
14. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	87.5	80.3	78.9
15. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	90.6	88.2	87.2
16. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	93.8	85.4	85.0
17. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	81.3	76.4	74.5
18. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	82.8	80.0	79.7
19. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	79.7	75.5	75.0
20. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	93.8	88.8	88.6
Constructed Response			
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	85.9	85.8	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	73.4	59.1	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	57.8	56.2	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	59.4	59.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	84.4	73.1	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	51.6	43.2	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	50.0	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=15]	Region [N=2,494]	Province [N=4,129]
Non-Fiction *Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*			
1. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	94.2	94.6
2. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	83.3	92.4	92.2
3. *Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	91.7	94.7	94.8
4. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	100.0	87.5	87.4
5. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	58.3	82.1	82.8
6. *Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	83.3	84.5	84.0
7. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	50.0	56.0	55.2
8. *Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	83.3	84.9	84.5
9. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	91.7	95.5	95.5
10. *Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	25.0	46.7	47.3
Constructed Response			
1. *Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)*	41.7	46.9	47.0
2. *Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)*	87.5	76.6	76.9
3. *Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)*	54.2	52.6	52.6
4. *Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)*	83.3	84.9	84.1
5. *Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)*	33.3	36.9	36.8
6. *Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)*	50.0	52.5	52.0
Fiction *Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*			
11. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	84.6	96.7	96.0
12. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	92.3	93.7	93.4
13. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	92.3	96.0	95.7
14. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	76.9	80.3	78.9
15. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	92.3	88.2	87.2
16. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	61.5	85.4	85.0
17. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	53.9	76.4	74.5
18. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	61.5	80.0	79.7
19. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	53.9	75.5	75.0
20. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	84.6	88.8	88.6
Constructed Response			
1. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)*	88.5	85.8	85.9
2. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)*	76.9	59.1	60.4
3. *Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)*	53.8	56.2	56.9
4. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))*	46.2	59.1	57.6
5. *Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)*	69.2	73.1	73.8
6. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)*	15.4	43.2	43.2
7. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))*	30.8	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Eastern Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=36]	Region [N=2,494]	Province [N=4,129]
Non-Fiction **Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)***			
1. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	93.6	94.2	94.6
2. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	80.7	92.4	92.2
3. *Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	87.1	94.7	94.8
4. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	74.2	87.5	87.4
5. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	71.0	82.1	82.8
6. *Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	77.4	84.5	84.0
7. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	58.1	56.0	55.2
8. *Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	77.4	84.9	84.5
9. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	95.5	95.5
10. *Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	45.2	46.7	47.3
Constructed Response			
1. *Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)*	41.9	46.9	47.0
2. *Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)*	62.9	76.6	76.9
3. *Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)*	37.1	52.6	52.6
4. *Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)*	83.9	84.9	84.1
5. *Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)*	29.0	36.9	36.8
6. *Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)*	43.5	52.5	52.0
Fiction **Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)***			
11. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	90.0	96.7	96.0
12. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	93.3	93.7	93.4
13. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	96.7	96.0	95.7
14. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	80.0	80.3	78.9
15. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	80.0	88.2	87.2
16. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	83.3	85.4	85.0
17. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	70.0	76.4	74.5
18. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	90.0	80.0	79.7
19. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	70.0	75.5	75.0
20. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	83.3	88.8	88.6
Constructed Response			
1. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)*	86.7	85.8	85.9
2. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)*	43.3	59.1	60.4
3. *Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)*	56.7	56.2	56.9
4. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))*	66.7	59.1	57.6
5. *Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)*	66.7	73.1	73.8
6. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)*	40.0	43.2	43.2
7. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))*	50.0	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

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

		School	Region	Province
Item	Cognitive Level - Outcome (*item parameter*)	[N=22]	[N=2,494]	[N=4,129]

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

#		School	Region	Province
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	93.3	94.2	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	93.3	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	93.3	94.7	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	80.0	87.5	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	86.7	82.1	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	100.0	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	46.7	56.0	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	86.7	84.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	95.5	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	26.7	46.7	47.3

Constructed Response

		School	Region	Province
1.	*Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)*	37.5	46.9	47.0
2.	*Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)*	78.1	76.6	76.9
3.	*Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)*	43.8	52.6	52.6
4.	*Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)*	75.0	84.9	84.1
5.	*Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)*	37.5	36.9	36.8
6.	*Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)*	53.1	52.5	52.0

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

#		School	Region	Province
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	100.0	96.7	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	88.2	93.7	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	94.1	96.0	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	76.5	80.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	94.1	88.2	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	94.1	85.4	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	76.5	76.4	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	52.9	80.0	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	70.6	75.5	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	82.4	88.8	88.6

Constructed Response

		School	Region	Province
1.	*Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)*	91.2	85.8	85.9
2.	*Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)*	82.4	59.1	60.4
3.	*Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)*	88.2	56.2	56.9
4.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))*	58.8	59.1	57.6
5.	*Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)*	82.4	73.1	73.8
6.	*Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)*	41.2	43.2	43.2
7.	*Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))*	70.6	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

School #: 269   St. Francis School, Harbour Grace   Grades: K-8

Item	Cognitive Level - Outcome (*item parameter*)	School [N=30]	Region [N=2,494]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	88.5	94.2	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	92.3	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	88.5	94.7	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	80.8	87.5	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	73.1	82.1	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	76.9	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	26.9	56.0	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	76.9	84.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	96.2	95.5	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	30.8	46.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	22.2	46.9	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	68.5	76.6	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	33.3	52.6	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	81.5	84.9	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	22.2	36.9	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	50.0	52.5	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	96.0	96.7	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	84.0	93.7	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	96.0	96.0	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	64.0	80.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	88.0	88.2	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	68.0	85.4	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	80.0	76.4	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	84.0	80.0	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	96.0	75.5	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	76.0	88.8	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	88.0	85.8	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	36.0	59.1	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	36.0	56.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	44.0	59.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	72.0	73.1	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	44.0	43.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	56.0	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=36]	Region [N=2,494]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	93.9	94.2	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	93.9	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	97.0	94.7	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	97.0	87.5	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	78.8	82.1	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	78.8	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	54.6	56.0	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	69.7	84.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	90.9	95.5	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	51.5	46.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	48.5	46.9	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	75.8	76.6	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	51.5	52.6	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	78.8	84.9	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	39.4	36.9	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	42.4	52.5	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	93.9	96.7	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	97.0	93.7	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	93.9	96.0	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	78.8	80.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	93.9	88.2	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	78.8	85.4	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	69.7	76.4	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	72.7	80.0	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	54.6	75.5	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	90.9	88.8	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	92.2	85.8	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	59.4	59.1	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	62.5	56.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	59.4	59.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	81.3	73.1	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	50.0	43.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	65.6	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=10]	Region [N=2,494]	Province [N=4,129]
	Non-Fiction Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	100.0	94.2	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	100.0	92.4	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	77.8	94.7	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	100.0	87.5	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	88.9	82.1	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	77.8	84.5	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	66.7	56.0	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	100.0	84.9	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	100.0	95.5	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	77.8	46.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	55.6	46.9	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	66.7	76.6	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	55.6	52.6	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	66.7	84.9	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	22.2	36.9	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	33.3	52.5	52.0
	Fiction Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	100.0	96.7	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	88.9	93.7	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	100.0	96.0	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	88.9	80.3	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	66.7	88.2	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	88.9	85.4	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	66.7	76.4	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	55.6	80.0	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	55.6	75.5	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	88.9	88.8	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	94.4	85.8	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	33.3	59.1	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	44.4	56.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	33.3	59.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	77.8	73.1	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	44.4	43.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	55.6	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=49]	Region [N=2,494]	Province [N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	97.8	94.2	94.6
2. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	95.7	92.4	92.2
3. *Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	97.8	94.7	94.8
4. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	97.8	87.5	87.4
5. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	73.9	82.1	82.8
6. *Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	89.1	84.5	84.0
7. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	37.0	56.0	55.2
8. *Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	76.1	84.9	84.5
9. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	97.8	95.5	95.5
10. *Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	32.6	46.7	47.3
Constructed Response			
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	39.1	46.9	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	82.6	76.6	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	43.5	52.6	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	84.8	84.9	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	26.1	36.9	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	58.7	52.5	52.0
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	95.5	96.7	96.0
12. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	88.6	93.7	93.4
13. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	100.0	96.0	95.7
14. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	84.1	80.3	78.9
15. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	86.4	88.2	87.2
16. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	75.0	85.4	85.0
17. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	65.9	76.4	74.5
18. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	72.7	80.0	79.7
19. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	68.2	75.5	75.0
20. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	79.6	88.8	88.6
Constructed Response			
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	86.4	85.8	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	72.7	59.1	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	61.4	56.2	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	52.3	59.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	81.8	73.1	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	29.5	43.2	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	52.3	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Eastern Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=14]	Region [N=2,494]	Province [N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	100.0	94.2	94.6
2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	78.6	92.4	92.2
3. Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	92.9	94.7	94.8
4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	92.9	87.5	87.4
5. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	64.3	82.1	82.8
6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	85.7	84.5	84.0
7. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	64.3	56.0	55.2
8. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	64.3	84.9	84.5
9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	100.0	95.5	95.5
10. Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	42.9	46.7	47.3
Constructed Response			
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	35.7	46.9	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	78.6	76.6	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	78.6	52.6	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	92.9	84.9	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	57.1	36.9	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	64.3	52.5	52.0
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	100.0	96.7	96.0
12. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	100.0	93.7	93.4
13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	92.3	96.0	95.7
14. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	100.0	80.3	78.9
15. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	100.0	88.2	87.2
16. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	100.0	85.4	85.0
17. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	84.6	76.4	74.5
18. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	84.6	80.0	79.7
19. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	100.0	75.5	75.0
20. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	100.0	88.8	88.6
Constructed Response			
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	92.3	85.8	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	76.9	59.1	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	84.6	56.2	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	53.8	59.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	84.6	73.1	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	69.2	43.2	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	61.5	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=7]	Region [N=2,494]	Province [N=4,129]
Non-Fiction **Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)***			
1. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	94.2	94.6
2. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	71.4	92.4	92.2
3. *Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	100.0	94.7	94.8
4. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	57.1	87.5	87.4
5. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	82.1	82.8
6. *Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	57.1	84.5	84.0
7. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	57.1	56.0	55.2
8. *Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	57.1	84.9	84.5
9. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	95.5	95.5
10. *Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	42.9	46.7	47.3
Constructed Response			
1. *Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)*	42.9	46.9	47.0
2. *Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)*	71.4	76.6	76.9
3. *Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and obtain its purpose in the text.)*	71.4	52.6	52.6
4. *Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)*	85.7	84.9	84.1
5. *Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)*	14.3	36.9	36.8
6. *Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)*	50.0	52.5	52.0
Fiction **Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)***			
11. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	100.0	96.7	96.0
12. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	71.4	93.7	93.4
13. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	100.0	96.0	95.7
14. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	85.7	80.3	78.9
15. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	85.7	88.2	87.2
16. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	100.0	85.4	85.0
17. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	71.4	76.4	74.5
18. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	100.0	80.0	79.7
19. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	71.4	75.5	75.0
20. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	100.0	88.8	88.6
Constructed Response			
1. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)*	92.9	85.8	85.9
2. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)*	100.0	59.1	60.4
3. *Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)*	28.6	56.2	56.9
4. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))*	57.1	59.1	57.6
5. *Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)*	57.1	73.1	73.8
6. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)*	71.4	43.2	43.2
7. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))*	42.9	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=2]	Region [N=2,494]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	*School data with 5 or fewer students withheld for reasons of confidentiality.*	94.2	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*		92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*		94.7	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*		87.5	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*		82.1	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*		84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*		56.0	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*		84.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*		95.5	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*		46.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)		46.9	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)		76.6	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)		52.6	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)		84.9	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)		36.9	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		52.5	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*		96.7	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*		93.7	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*		96.0	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*		80.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*		88.2	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*		85.4	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*		76.4	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*		80.0	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*		75.5	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*		88.8	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)		85.8	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)		59.1	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)		56.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))		59.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)		73.1	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)		43.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=21]	Region [N=2,494]	Province [N=4,129]
	Non-Fiction *Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	89.5	94.2	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	89.5	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	89.5	94.7	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	79.0	87.5	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	84.2	82.1	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	68.4	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	36.8	56.0	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	89.5	84.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	89.5	95.5	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	26.3	46.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	31.6	46.9	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	63.2	76.6	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	60.5	52.6	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	84.2	84.9	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	36.8	36.9	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	65.8	52.5	52.0
	Fiction *Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	88.2	96.7	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	88.2	93.7	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	88.2	96.0	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	58.8	80.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning (Read for meaning(Retrieve information from the text.))*	76.5	88.2	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	70.6	85.4	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	70.6	76.4	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	76.5	80.0	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	70.6	75.5	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	64.7	88.8	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	76.5	85.8	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	17.6	59.1	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	41.2	56.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	64.7	59.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	82.4	73.1	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	29.4	43.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	94.1	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=9]	Region [N=2,494]	Province [N=4,129]
Non-Fiction **Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)***			
1. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	94.2	94.6
2. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	92.4	92.2
3. *Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	100.0	94.7	94.8
4. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	88.9	87.5	87.4
5. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	82.1	82.8
6. *Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	88.9	84.5	84.0
7. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	77.8	56.0	55.2
8. *Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	100.0	84.9	84.5
9. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	88.9	95.5	95.5
10. *Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	77.8	46.7	47.3
Constructed Response			
1. *Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)*	77.8	46.9	47.0
2. *Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)*	94.4	76.6	76.9
3. *Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)*	50.0	52.6	52.6
4. *Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)*	88.9	84.9	84.1
5. *Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)*	22.2	36.9	36.8
6. *Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)*	83.3	52.5	52.0
Fiction **Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)***			
11. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	100.0	96.7	96.0
12. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	100.0	93.7	93.4
13. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	87.5	96.0	95.7
14. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	87.5	80.3	78.9
15. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	87.5	88.2	87.2
16. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	100.0	85.4	85.0
17. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	87.5	76.4	74.5
18. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	87.5	80.0	79.7
19. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	75.0	75.5	75.0
20. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	100.0	88.8	88.6
Constructed Response			
1. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)*	100.0	85.8	85.9
2. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)*	25.0	59.1	60.4
3. *Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)*	75.0	56.2	56.9
4. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))*	62.5	59.1	57.6
5. *Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)*	100.0	73.1	73.8
6. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)*	62.5	43.2	43.2
7. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))*	62.5	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=19]	Region [N=2,494]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	94.2	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	100.0	94.7	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	100.0	87.5	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	68.8	82.1	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	87.5	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	68.8	56.0	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	87.5	84.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	95.5	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	50.0	46.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	50.0	46.9	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	75.0	76.6	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	62.5	52.6	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	75.0	84.9	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	62.5	36.9	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	43.8	52.5	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	93.8	96.7	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	87.5	93.7	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	93.8	96.0	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	100.0	80.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	87.5	88.2	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	100.0	85.4	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	81.3	76.4	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	68.8	80.0	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	75.0	75.5	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	93.8	88.8	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	96.9	85.8	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	62.5	59.1	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	62.5	56.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	75.0	59.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	62.5	73.1	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	25.0	43.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	31.3	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Eastern Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=79]	Region [N=2,494]	Province [N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	95.7	94.2	94.6
2. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	92.8	92.4	92.2
3. *Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	95.7	94.7	94.8
4. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	82.6	87.5	87.4
5. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	88.4	82.1	82.8
6. *Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	91.3	84.5	84.0
7. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	49.3	56.0	55.2
8. *Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	87.0	84.9	84.5
9. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	95.7	95.5	95.5
10. *Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	42.0	46.7	47.3
Constructed Response			
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	42.6	46.9	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	69.9	76.6	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	48.5	52.6	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	86.8	84.9	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	30.9	36.9	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	50.0	52.5	52.0
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	98.6	96.7	96.0
12. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	98.6	93.7	93.4
13. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	94.4	96.0	95.7
14. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	76.4	80.3	78.9
15. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	84.7	88.2	87.2
16. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	83.3	85.4	85.0
17. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	72.2	76.4	74.5
18. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	86.1	80.0	79.7
19. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	75.0	75.5	75.0
20. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	88.9	88.8	88.6
Constructed Response			
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	85.2	85.8	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	49.3	59.1	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	46.5	56.2	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	56.3	59.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	69.0	73.1	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	33.8	43.2	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	38.0	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=31]	Region [N=2,494]	Province [N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	96.6	94.2	94.6
2. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	93.1	92.4	92.2
3. *Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	93.1	94.7	94.8
4. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	93.1	87.5	87.4
5. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	89.7	82.1	82.8
6. *Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	82.8	84.5	84.0
7. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	58.6	56.0	55.2
8. *Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	93.1	84.9	84.5
9. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	96.6	95.5	95.5
10. *Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	27.6	46.7	47.3
Constructed Response			
1. *Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)*	48.3	46.9	47.0
2. *Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)*	79.3	76.6	76.9
3. *Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)*	63.8	52.6	52.6
4. *Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)*	82.8	84.9	84.1
5. *Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)*	41.4	36.9	36.8
6. *Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)*	58.6	52.5	52.0
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	100.0	96.7	96.0
12. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	100.0	93.7	93.4
13. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	92.9	96.0	95.7
14. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	78.6	80.3	78.9
15. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning (Read for meaning(Retrieve information from the text.))*	85.7	88.2	87.2
16. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	89.3	85.4	85.0
17. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	71.4	76.4	74.5
18. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	82.1	80.0	79.7
19. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	75.0	75.5	75.0
20. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	96.4	88.8	88.6
Constructed Response			
1. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)*	92.9	85.8	85.9
2. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)*	57.1	59.1	60.4
3. *Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)*	67.9	56.2	56.9
4. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))*	67.9	59.1	57.6
5. *Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)*	78.6	73.1	73.8
6. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)*	46.4	43.2	43.2
7. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))*	64.3	57.0	57.6

Newfoundland Labrador
NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=55]	Region [N=2,494]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	94.2	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	88.6	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	95.5	94.7	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	88.6	87.5	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	72.7	82.1	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	88.6	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	54.6	56.0	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	79.6	84.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	97.7	95.5	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	63.6	46.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	27.3	46.9	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	73.9	76.6	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	44.3	52.6	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	77.3	84.9	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	31.8	36.9	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	44.3	52.5	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	95.2	96.7	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	90.5	93.7	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	97.6	96.0	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	78.6	80.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	83.3	88.2	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	83.3	85.4	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	78.6	76.4	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	81.0	80.0	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	85.7	75.5	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	85.7	88.8	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	79.8	85.8	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	35.7	59.1	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	57.1	56.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	61.9	59.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	81.0	73.1	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	52.4	43.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	57.1	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

School #: 309   Morris Academy, Mount Pearl   Grades: K-5

Item Cognitive Level - Outcome (*item parameter*)	School [N=43]	Region [N=2,494]	Province [N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	91.7	94.2	94.6
2. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	97.2	92.4	92.2
3. *Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	94.4	94.7	94.8
4. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	72.2	87.5	87.4
5. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	75.0	82.1	82.8
6. *Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	77.8	84.5	84.0
7. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	61.1	56.0	55.2
8. *Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	80.6	84.9	84.5
9. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	83.3	95.5	95.5
10. *Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	50.0	46.7	47.3
Constructed Response			
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	41.7	46.9	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	72.2	76.6	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	59.7	52.6	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	72.2	84.9	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	47.2	36.9	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	54.2	52.5	52.0
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	97.1	96.7	96.0
12. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	94.3	93.7	93.4
13. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	94.3	96.0	95.7
14. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	77.1	80.3	78.9
15. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	88.6	88.2	87.2
16. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	88.6	85.4	85.0
17. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	74.3	76.4	74.5
18. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	74.3	80.0	79.7
19. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	82.9	75.5	75.0
20. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	91.4	88.8	88.6
Constructed Response			
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	92.9	85.8	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	62.9	59.1	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	45.7	56.2	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	54.3	59.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	68.6	73.1	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	37.1	43.2	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	60.0	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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NLESD - Eastern Region

School #: 316   St. Peter's Primary, Mount Pearl   Grades: K-3

		School [N=106]	Region [N=2,494]	Province [N=4,129]
Item	Cognitive Level - Outcome (*item parameter*)			

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

		School	Region	Province
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	95.5	94.2	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	91.0	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	97.8	94.7	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	88.8	87.5	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	79.8	82.1	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	91.0	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	55.1	56.0	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	91.0	84.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	96.6	95.5	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	51.7	46.7	47.3

Constructed Response

	School	Region	Province
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	41.6	46.9	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	75.8	76.6	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	55.6	52.6	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	83.1	84.9	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	33.7	36.9	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	50.0	52.5	52.0

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

		School	Region	Province
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	98.9	96.7	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	97.8	93.7	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	94.6	96.0	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	78.3	80.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	90.2	88.2	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	90.2	85.4	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	83.7	76.4	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	81.5	80.0	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	80.4	75.5	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	84.8	88.8	88.6

Constructed Response

	School	Region	Province
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	91.2	85.8	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	49.5	59.1	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	50.5	56.2	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	56.0	59.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	64.8	73.1	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	41.8	43.2	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	56.0	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Eastern Region

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

Item / Cognitive Level - Outcome (*item parameter*)	School [N=37]	Region [N=2,494]	Province [N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	97.2	94.2	94.6
2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	97.2	92.4	92.2
3. Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	91.7	94.7	94.8
4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	86.1	87.5	87.4
5. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	86.1	82.1	82.8
6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	77.8	84.5	84.0
7. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	77.8	56.0	55.2
8. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	75.0	84.9	84.5
9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	88.9	95.5	95.5
10. Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	47.2	46.7	47.3
Constructed Response			
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	37.8	46.9	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	73.0	76.6	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	47.3	52.6	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	94.6	84.9	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	27.0	36.9	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	52.7	52.5	52.0
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	97.1	96.7	96.0
12. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	100.0	93.7	93.4
13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	97.1	96.0	95.7
14. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	82.9	80.3	78.9
15. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	82.9	88.2	87.2
16. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	88.6	85.4	85.0
17. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	85.7	76.4	74.5
18. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	80.0	80.0	79.7
19. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	85.7	75.5	75.0
20. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	100.0	88.8	88.6
Constructed Response			
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	86.8	85.8	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	73.5	59.1	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	47.1	56.2	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	76.5	59.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	76.5	73.1	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	47.1	43.2	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	76.5	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=89]	Region [N=2,494]	Province [N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	97.6	94.2	94.6
2. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	92.7	92.4	92.2
3. *Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	97.6	94.7	94.8
4. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	90.2	87.5	87.4
5. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	92.7	82.1	82.8
6. *Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	84.2	84.5	84.0
7. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	62.2	56.0	55.2
8. *Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	89.0	84.9	84.5
9. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	96.3	95.5	95.5
10. *Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	59.8	46.7	47.3
Constructed Response			
1. *Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)*	50.6	46.9	47.0
2. *Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)*	81.3	76.6	76.9
3. *Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)*	57.8	52.6	52.6
4. *Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)*	88.0	84.9	84.1
5. *Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)*	42.2	36.9	36.8
6. *Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)*	57.8	52.5	52.0
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	97.5	96.7	96.0
12. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	96.3	93.7	93.4
13. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	97.5	96.0	95.7
14. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	85.0	80.3	78.9
15. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	93.8	88.2	87.2
16. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	86.3	85.4	85.0
17. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	81.3	76.4	74.5
18. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	82.5	80.0	79.7
19. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	87.5	75.5	75.0
20. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	93.8	88.8	88.6
Constructed Response			
1. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)*	79.5	85.8	85.9
2. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)*	50.6	59.1	60.4
3. *Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)*	60.2	56.2	56.9
4. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))*	65.1	59.1	57.6
5. *Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)*	75.9	73.1	73.8
6. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)*	48.2	43.2	43.2
7. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))*	71.1	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=64]	Region [N=2,494]	Province [N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	98.3	94.2	94.6
2. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	90.0	92.4	92.2
3. *Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	98.3	94.7	94.8
4. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	88.3	87.5	87.4
5. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	81.7	82.1	82.8
6. *Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	85.0	84.5	84.0
7. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	56.7	56.0	55.2
8. *Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	85.0	84.9	84.5
9. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	96.7	95.5	95.5
10. *Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	56.7	46.7	47.3
Constructed Response			
1. *Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)*	71.2	46.9	47.0
2. *Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)*	82.2	76.6	76.9
3. *Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)*	64.4	52.6	52.6
4. *Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)*	86.4	84.9	84.1
5. *Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)*	40.7	36.9	36.8
6. *Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)*	62.7	52.5	52.0
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	94.7	96.7	96.0
12. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	93.0	93.7	93.4
13. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	94.7	96.0	95.7
14. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	82.5	80.3	78.9
15. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	91.2	88.2	87.2
16. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	91.2	85.4	85.0
17. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	87.7	76.4	74.5
18. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	80.7	80.0	79.7
19. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	70.2	75.5	75.0
20. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	94.7	88.8	88.6
Constructed Response			
1. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)*	78.6	85.8	85.9
2. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)*	69.6	59.1	60.4
3. *Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)*	62.5	56.2	56.9
4. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))*	64.3	59.1	57.6
5. *Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)*	73.2	73.1	73.8
6. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)*	53.6	43.2	43.2
7. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))*	60.7	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

			School	**Region**	**Province**
School #: 325	Bishop Abraham Elementary, St. John's	Grades: K-6	[N=31]	[N=2,494]	[N=4,129]
Item	Cognitive Level - Outcome (*item parameter*)				

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

		School	Region	Province
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	94.2	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	92.6	94.7	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	96.3	87.5	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	85.2	82.1	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	85.2	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	59.3	56.0	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	88.9	84.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	88.9	95.5	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	37.0	46.7	47.3

Constructed Response

	School	Region	Province
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	32.1	46.9	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	66.1	76.6	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	32.1	52.6	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	82.1	84.9	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	35.7	36.9	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	48.2	52.5	52.0

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

		School	Region	Province
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	100.0	96.7	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	84.6	93.7	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	92.3	96.0	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	80.8	80.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning (Read for meaning(Retrieve information from the text.))*	92.3	88.2	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	84.6	85.4	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	65.4	76.4	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	88.5	80.0	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	73.1	75.5	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	84.6	88.8	88.6

Constructed Response

	School	Region	Province
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	76.9	85.8	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	53.8	59.1	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	57.7	56.2	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	61.5	59.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	57.7	73.1	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	19.2	43.2	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	65.4	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Eastern Region

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

		School	Region	Province
Item	Cognitive Level - Outcome (*item parameter*)	[N=23]	[N=2,494]	[N=4,129]

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

		School	Region	Province
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	89.5	94.2	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	94.7	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	94.7	94.7	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	84.2	87.5	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	73.7	82.1	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	79.0	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	47.4	56.0	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	84.2	84.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	89.5	95.5	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	42.1	46.7	47.3

Constructed Response

	School	Region	Province
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	42.1	46.9	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	57.9	76.6	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	42.1	52.6	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	68.4	84.9	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	21.1	36.9	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	47.4	52.5	52.0

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

		School	Region	Province
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	94.4	96.7	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	94.4	93.7	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	94.4	96.0	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	83.3	80.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning (Read for meaning(Retrieve information from the text.))*	77.8	88.2	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	94.4	85.4	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	66.7	76.4	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	72.2	80.0	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	94.4	75.5	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	88.9	88.8	88.6

Constructed Response

	School	Region	Province
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	88.9	85.8	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	77.8	59.1	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	77.8	56.2	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	33.3	59.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	72.2	73.1	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	50.0	43.2	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	61.1	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=29]	Region [N=2,494]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	96.2	94.2	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	100.0	94.7	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	92.3	87.5	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	73.1	82.1	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	96.2	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	65.4	56.0	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	96.2	84.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	95.5	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	65.4	46.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	69.2	46.9	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	84.6	76.6	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	57.7	52.6	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	92.3	84.9	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	50.0	36.9	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	61.5	52.5	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	96.4	96.7	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	100.0	93.7	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	96.4	96.0	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	85.7	80.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	92.9	88.2	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	89.3	85.4	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	71.4	76.4	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	89.3	80.0	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	85.7	75.5	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	85.7	88.8	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	89.3	85.8	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	57.1	59.1	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	57.1	56.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	67.9	59.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	85.7	73.1	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	60.7	43.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	50.0	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=44]	Region [N=2,494]	Province [N=4,129]
	Non-Fiction **Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)***			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	94.2	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	96.8	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	93.6	94.7	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	90.3	87.5	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	83.9	82.1	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	93.6	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	54.8	56.0	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	74.2	84.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	96.8	95.5	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	54.8	46.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	51.6	46.9	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	72.6	76.6	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	56.5	52.6	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	87.1	84.9	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	38.7	36.9	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	51.6	52.5	52.0
	Fiction **Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)***			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	97.1	96.7	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	97.1	93.7	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	100.0	96.0	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	79.4	80.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	88.2	88.2	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	79.4	85.4	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	73.5	76.4	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	85.3	80.0	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	85.3	75.5	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	91.2	88.8	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	94.1	85.8	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	64.7	59.1	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	70.6	56.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	55.9	59.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	82.4	73.1	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	55.9	43.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	79.4	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

School #: 337   Goulds Elementary, St. John's (Goulds)   Grades: K-5

Item	Cognitive Level - Outcome (*item parameter*)	School [N=74]	Region [N=2,494]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	93.4	94.2	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	90.2	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	95.1	94.7	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	91.8	87.5	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	86.9	82.1	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	93.4	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	70.5	56.0	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	86.9	84.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	95.1	95.5	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	50.8	46.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	54.1	46.9	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	80.3	76.6	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	69.7	52.6	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	83.6	84.9	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	57.4	36.9	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	50.0	52.5	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	98.4	96.7	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	93.6	93.7	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	96.8	96.0	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	90.3	80.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	91.9	88.2	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	90.3	85.4	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	82.3	76.4	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	79.0	80.0	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	83.9	75.5	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	93.6	88.8	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	80.6	85.8	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	67.7	59.1	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	72.6	56.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	64.5	59.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	80.6	73.1	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	53.2	43.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	51.6	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=51]	Region [N=2,494]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	95.9	94.2	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	93.9	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	95.9	94.7	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	98.0	87.5	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	85.7	82.1	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	89.8	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	69.4	56.0	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	91.8	84.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	95.9	95.5	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	42.9	46.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	42.9	46.9	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	76.5	76.6	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	30.6	52.6	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	91.8	84.9	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	40.8	36.9	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	48.0	52.5	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	97.7	96.7	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	93.2	93.7	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	97.7	96.0	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	75.0	80.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	84.1	88.2	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	86.4	85.4	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	63.6	76.4	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	81.8	80.0	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	72.7	75.5	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	88.6	88.8	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	81.8	85.8	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	47.7	59.1	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	72.7	56.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	40.9	59.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	63.6	73.1	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	59.1	43.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	79.5	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=45]	Region [N=2,494]	Province [N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	93.3	94.2	94.6
2. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	97.8	92.4	92.2
3. *Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	88.9	94.7	94.8
4. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	91.1	87.5	87.4
5. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	93.3	82.1	82.8
6. *Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	88.9	84.5	84.0
7. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	71.1	56.0	55.2
8. *Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	97.8	84.9	84.5
9. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	95.6	95.5	95.5
10. *Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	60.0	46.7	47.3
Constructed Response			
1. *Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)*	66.7	46.9	47.0
2. *Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)*	87.8	76.6	76.9
3. *Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)*	72.2	52.6	52.6
4. *Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)*	88.9	84.9	84.1
5. *Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)*	55.6	36.9	36.8
6. *Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)*	57.8	52.5	52.0
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	97.6	96.7	96.0
12. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	95.2	93.7	93.4
13. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	95.2	96.0	95.7
14. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	81.0	80.3	78.9
15. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning(Read for meaning(Retrieve information from the text.))*	85.7	88.2	87.2
16. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	88.1	85.4	85.0
17. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	90.5	76.4	74.5
18. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	76.2	80.0	79.7
19. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	83.3	75.5	75.0
20. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	92.9	88.8	88.6
Constructed Response			
1. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)*	90.5	85.8	85.9
2. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)*	83.3	59.1	60.4
3. *Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)*	59.5	56.2	56.9
4. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))*	76.2	59.1	57.6
5. *Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)*	85.7	73.1	73.8
6. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)*	78.6	43.2	43.2
7. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))*	90.5	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Primary English Language Arts
Provincial Assessment, June 2015
School Report - Multiple Choice/Constructed Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=67]	Region [N=2,494]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	94.0	94.2	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	94.0	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	94.0	94.7	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	83.6	87.5	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	83.6	82.1	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	89.6	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	58.2	56.0	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	82.1	84.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	95.5	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	53.7	46.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	46.3	46.9	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	84.3	76.6	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	57.5	52.6	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	88.1	84.9	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	26.9	36.9	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	51.5	52.5	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	95.3	96.7	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	92.2	93.7	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	93.8	96.0	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	84.4	80.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	89.1	88.2	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	82.8	85.4	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	82.8	76.4	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	76.6	80.0	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	73.4	75.5	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	87.5	88.8	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	82.5	85.8	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	68.3	59.1	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	54.0	56.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	58.7	59.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	69.8	73.1	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	44.4	43.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	57.1	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=23]	Region [N=2,494]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	90.5	94.2	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	85.7	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	100.0	94.7	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	85.7	87.5	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	71.4	82.1	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	90.5	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	52.4	56.0	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	85.7	84.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	90.5	95.5	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	33.3	46.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	28.6	46.9	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	83.3	76.6	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	64.3	52.6	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	85.7	84.9	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	38.1	36.9	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	78.6	52.5	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	94.4	96.7	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	88.9	93.7	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	100.0	96.0	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	88.9	80.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning (Read for meaning(Retrieve information from the text.))*	88.9	88.2	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	88.9	85.4	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	77.8	76.4	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	77.8	80.0	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	72.2	75.5	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	77.8	88.8	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	91.7	85.8	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	61.1	59.1	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	50.0	56.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	66.7	59.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	77.8	73.1	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	33.3	43.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	66.7	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=21]	Region [N=2,494]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	88.9	94.2	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	88.9	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	94.4	94.7	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	88.9	87.5	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	77.8	82.1	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	83.3	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	77.8	56.0	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	88.9	84.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	95.5	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	61.1	46.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	61.1	46.9	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	83.3	76.6	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	66.7	52.6	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	100.0	84.9	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	27.8	36.9	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	52.8	52.5	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	95.0	96.7	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	95.0	93.7	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	100.0	96.0	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	80.0	80.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	95.0	88.2	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	90.0	85.4	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	80.0	76.4	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	70.0	80.0	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	70.0	75.5	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	90.0	88.8	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	80.0	85.8	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	60.0	59.1	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	65.0	56.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	60.0	59.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	85.0	73.1	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	40.0	43.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	60.0	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Eastern Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=28]	Region [N=2,494]	Province [N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	96.4	94.2	94.6
2. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	96.4	92.4	92.2
3. *Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	100.0	94.7	94.8
4. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	96.4	87.5	87.4
5. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	92.9	82.1	82.8
6. *Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	89.3	84.5	84.0
7. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	67.9	56.0	55.2
8. *Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	85.7	84.9	84.5
9. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	95.5	95.5
10. *Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	42.9	46.7	47.3
Constructed Response			
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	60.7	46.9	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	92.9	76.6	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	57.1	52.6	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	89.3	84.9	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	35.7	36.9	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	60.7	52.5	52.0
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	100.0	96.7	96.0
12. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	100.0	93.7	93.4
13. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	100.0	96.0	95.7
14. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	85.2	80.3	78.9
15. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	92.6	88.2	87.2
16. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	96.3	85.4	85.0
17. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	81.5	76.4	74.5
18. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	92.6	80.0	79.7
19. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	81.5	75.5	75.0
20. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	88.9	88.8	88.6
Constructed Response			
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	90.7	85.8	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	40.7	59.1	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	51.9	56.2	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	66.7	59.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	74.1	73.1	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	37.0	43.2	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	70.4	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=32]	Region [N=2,494]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	100.0	94.2	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	87.0	92.4	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	91.3	94.7	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	87.0	87.5	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	82.6	82.1	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	87.0	84.5	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	43.5	56.0	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	95.7	84.9	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	95.7	95.5	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	60.9	46.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	30.4	46.9	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	67.4	76.6	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	32.6	52.6	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	82.6	84.9	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	39.1	36.9	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	43.5	52.5	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	100.0	96.7	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	95.2	93.7	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	85.7	96.0	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	85.7	80.3	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	90.5	88.2	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	95.2	85.4	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	81.0	76.4	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	76.2	80.0	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	76.2	75.5	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	90.5	88.8	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	85.7	85.8	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	38.1	59.1	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	61.9	56.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	61.9	59.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	71.4	73.1	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	14.3	43.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	61.9	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Newfoundland Labrador

NLESD - Eastern Region

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

Item Cognitive Level - Outcome (*item parameter*)	School [N=46]	Region [N=2,494]	Province [N=4,129]
Non-Fiction **Selected Response:** *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
1. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	97.6	94.2	94.6
2. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	95.1	92.4	92.2
3. *Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	100.0	94.7	94.8
4. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	97.6	87.5	87.4
5. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	78.1	82.1	82.8
6. *Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	92.7	84.5	84.0
7. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	68.3	56.0	55.2
8. *Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	78.1	84.9	84.5
9. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	92.7	95.5	95.5
10. *Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	43.9	46.7	47.3
Constructed Response			
1. *Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)*	56.1	46.9	47.0
2. *Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)*	85.4	76.6	76.9
3. *Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)*	41.5	52.6	52.6
4. *Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)*	90.2	84.9	84.1
5. *Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)*	26.8	36.9	36.8
6. *Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)*	48.8	52.5	52.0
Fiction **Selected Response:** *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
11. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	92.9	96.7	96.0
12. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	92.9	93.7	93.4
13. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	95.2	96.0	95.7
14. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	81.0	80.3	78.9
15. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	90.5	88.2	87.2
16. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	88.1	85.4	85.0
17. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	90.5	76.4	74.5
18. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	78.6	80.0	79.7
19. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	83.3	75.5	75.0
20. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	95.2	88.8	88.6
Constructed Response			
1. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)*	83.7	85.8	85.9
2. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)*	55.8	59.1	60.4
3. *Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)*	62.8	56.2	56.9
4. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))*	81.4	59.1	57.6
5. *Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)*	74.4	73.1	73.8
6. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)*	41.9	43.2	43.2
7. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))*	60.5	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=46]	Region [N=2,494]	Province [N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	82.1	94.2	94.6
2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	87.2	92.4	92.2
3. Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	97.4	94.7	94.8
4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	84.6	87.5	87.4
5. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	87.2	82.1	82.8
6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	71.8	84.5	84.0
7. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	48.7	56.0	55.2
8. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	87.2	84.9	84.5
9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	94.9	95.5	95.5
10. Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	46.2	46.7	47.3
Constructed Response			
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	25.6	46.9	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	59.0	76.6	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	24.4	52.6	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	89.7	84.9	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	35.9	36.9	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	37.2	52.5	52.0
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	100.0	96.7	96.0
12. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	95.0	93.7	93.4
13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	100.0	96.0	95.7
14. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	80.0	80.3	78.9
15. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	87.5	88.2	87.2
16. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	82.5	85.4	85.0
17. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	75.0	76.4	74.5
18. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	82.5	80.0	79.7
19. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	60.0	75.5	75.0
20. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	90.0	88.8	88.6
Constructed Response			
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	82.5	85.8	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	65.0	59.1	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	47.5	56.2	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	62.5	59.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	82.5	73.1	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	17.5	43.2	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	55.0	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Primary English Language Arts
Provincial Assessment, June 2015
School Report - Multiple Choice/Constructed Response

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

Newfoundland Labrador

NLESD - Eastern Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=18]	Region [N=2,494]	Province [N=4,129]
Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	94.2	94.6
2. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	92.3	92.4	92.2
3. *Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	76.9	94.7	94.8
4. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	92.3	87.5	87.4
5. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	92.3	82.1	82.8
6. *Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	100.0	84.5	84.0
7. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	46.2	56.0	55.2
8. *Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	76.9	84.9	84.5
9. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	92.3	95.5	95.5
10. *Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	61.5	46.7	47.3
Constructed Response			
1. *Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)*	30.8	46.9	47.0
2. *Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)*	69.2	76.6	76.9
3. *Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)*	34.6	52.6	52.6
4. *Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)*	100.0	84.9	84.1
5. *Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)*	46.2	36.9	36.8
6. *Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)*	50.0	52.5	52.0
Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	100.0	96.7	96.0
12. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	92.3	93.7	93.4
13. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	92.3	96.0	95.7
14. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	76.9	80.3	78.9
15. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	84.6	88.2	87.2
16. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	84.6	85.4	85.0
17. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	53.9	76.4	74.5
18. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	84.6	80.0	79.7
19. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	53.9	75.5	75.0
20. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	100.0	88.8	88.6
Constructed Response			
1. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)*	69.2	85.8	85.9
2. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)*	53.8	59.1	60.4
3. *Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)*	38.5	56.2	56.9
4. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))*	46.2	59.1	57.6
5. *Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)*	53.8	73.1	73.8
6. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)*	23.1	43.2	43.2
7. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))*	46.2	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=24]	Region [N=2,494]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	76.5	94.2	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	88.2	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	94.1	94.7	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	64.7	87.5	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	64.7	82.1	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	58.8	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	58.8	56.0	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	58.8	84.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	82.4	95.5	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	41.2	46.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	35.3	46.9	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	67.6	76.6	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	32.4	52.6	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	70.6	84.9	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	11.8	36.9	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	29.4	52.5	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	90.0	96.7	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	85.0	93.7	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	95.0	96.0	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	70.0	80.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	70.0	88.2	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	65.0	85.4	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	55.0	76.4	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	65.0	80.0	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	60.0	75.5	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	85.0	88.8	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	82.5	85.8	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	25.0	59.1	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	35.0	56.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	40.0	59.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	50.0	73.1	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	10.0	43.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	45.0	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

School #: 366   Topsail Elementary, Conception Bay South (Topsail)   Grades: K-4

Item — Cognitive Level - Outcome (*item parameter*)	School [N=58]	Region [N=2,494]	Province [N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	92.3	94.2	94.6
2. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	94.2	92.4	92.2
3. *Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	96.2	94.7	94.8
4. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	90.4	87.5	87.4
5. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	82.7	82.1	82.8
6. *Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	92.3	84.5	84.0
7. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	63.5	56.0	55.2
8. *Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	84.6	84.9	84.5
9. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	90.4	95.5	95.5
10. *Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	51.9	46.7	47.3
Constructed Response			
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	50.0	46.9	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	86.5	76.6	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	42.3	52.6	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	82.7	84.9	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	32.7	36.9	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	51.0	52.5	52.0
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	94.4	96.7	96.0
12. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	96.3	93.7	93.4
13. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	100.0	96.0	95.7
14. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	81.5	80.3	78.9
15. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	90.7	88.2	87.2
16. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	87.0	85.4	85.0
17. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	70.4	76.4	74.5
18. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	72.2	80.0	79.7
19. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	68.5	75.5	75.0
20. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	94.4	88.8	88.6
Constructed Response			
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	81.5	85.8	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	66.7	59.1	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	44.4	56.2	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	59.3	59.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	63.0	73.1	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	25.9	43.2	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	63.0	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=88]	Region [N=2,494]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	93.7	94.2	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	89.9	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	94.9	94.7	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	86.1	87.5	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	88.6	82.1	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	73.4	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	54.4	56.0	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	84.8	84.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	96.2	95.5	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	45.6	46.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	45.7	46.9	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	72.2	76.6	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	25.9	52.6	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	79.0	84.9	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	28.4	36.9	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	45.7	52.5	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	94.1	96.7	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	95.2	93.7	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	98.8	96.0	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	78.6	80.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	85.7	88.2	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	86.9	85.4	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	77.4	76.4	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	81.0	80.0	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	67.9	75.5	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	90.5	88.8	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	81.5	85.8	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	64.3	59.1	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	56.0	56.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	56.0	59.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	77.4	73.1	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	50.0	43.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	57.1	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Eastern Region

		School	Region	Province
School #: 370	Stella Maris Academy, Trepassey	Grades: K-12		
		[N=1]	[N=2,494]	[N=4,129]
Item	Cognitive Level - Outcome (*item parameter*)			

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

Item		School	Region	Province
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	*School data with 5 or fewer students withheld for reasons of confidentiality.*	94.2	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*		92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*		94.7	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*		87.5	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*		82.1	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*		84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*		56.0	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*		84.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*		95.5	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*		46.7	47.3

Constructed Response

	School	Region	Province
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)		46.9	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)		76.6	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)		52.6	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)		84.9	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)		36.9	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		52.5	52.0

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

Item		School	Region	Province
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*		96.7	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*		93.7	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*		96.0	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*		80.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*		88.2	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*		85.4	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*		76.4	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*		80.0	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*		75.5	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*		88.8	88.6

Constructed Response

	School	Region	Province
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)		85.8	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)		59.1	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)		56.2	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))		59.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)		73.1	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)		43.2	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=67]	Region [N=2,494]	Province [N=4,129]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	88.7	94.2	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	95.2	92.4	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	91.9	94.7	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	88.7	87.5	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	85.5	82.1	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	79.0	84.5	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	61.3	56.0	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	85.5	84.9	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	91.9	95.5	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	43.6	46.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	44.4	46.9	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	75.4	76.6	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	37.3	52.6	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	76.2	84.9	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	25.4	36.9	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	46.0	52.5	52.0
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	98.4	96.7	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	93.6	93.7	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	95.2	96.0	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	75.8	80.3	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	88.7	88.2	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	87.1	85.4	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	74.2	76.4	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	88.7	80.0	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	75.8	75.5	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	88.7	88.8	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	80.6	85.8	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	56.5	59.1	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	56.5	56.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	64.5	59.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	66.1	73.1	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	32.3	43.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	48.4	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

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

		School [N=45]	Region [N=2,494]	Province [N=4,129]
Item	Cognitive Level - Outcome (*item parameter*)			

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

#		School	Region	Province
1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	95.5	94.2	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	93.2	92.4	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	97.7	94.7	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	93.2	87.5	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	86.4	82.1	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	86.4	84.5	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	50.0	56.0	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	88.6	84.9	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	90.9	95.5	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	43.2	46.7	47.3

Constructed Response

	School	Region	Province
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	47.7	46.9	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	75.0	76.6	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	70.5	52.6	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	86.4	84.9	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	31.8	36.9	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	52.3	52.5	52.0

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

#		School	Region	Province
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	97.5	96.7	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	95.0	93.7	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	97.5	96.0	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	87.5	80.3	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	92.5	88.2	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	95.0	85.4	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	82.5	76.4	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	87.5	80.0	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	82.5	75.5	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	90.0	88.8	88.6

Constructed Response

	School	Region	Province
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	92.5	85.8	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	42.5	59.1	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	62.5	56.2	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	67.5	59.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	82.5	73.1	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	35.0	43.2	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	52.5	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=7]	Region [N=2,494]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	94.2	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	83.3	94.7	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	100.0	87.5	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	83.3	82.1	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	100.0	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	66.7	56.0	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	100.0	84.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	95.5	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	66.7	46.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	83.3	46.9	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	83.3	76.6	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	100.0	52.6	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	100.0	84.9	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	100.0	36.9	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	91.7	52.5	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	100.0	96.7	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	85.7	93.7	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	100.0	96.0	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	57.1	80.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	85.7	88.2	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	85.7	85.4	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	71.4	76.4	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	85.7	80.0	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	100.0	75.5	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	100.0	88.8	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	85.7	85.8	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	57.1	59.1	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	71.4	56.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	71.4	59.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	57.1	73.1	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	85.7	43.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	57.1	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=1]	Region [N=2,494]	Province [N=4,129]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	*School data with 5 or fewer students withheld for reasons of confidentiality.*	94.2	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*		92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*		94.7	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*		87.5	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*		82.1	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*		84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*		56.0	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*		84.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*		95.5	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*		46.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)		46.9	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)		76.6	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)		52.6	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)		84.9	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)		36.9	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		52.5	52.0
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*		96.7	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*		93.7	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*		96.0	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*		80.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*		88.2	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*		85.4	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*		76.4	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*		80.0	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*		75.5	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*		88.8	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)		85.8	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)		59.1	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)		56.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))		59.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)		73.1	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)		43.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=7]	Region [N=2,494]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	94.2	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	100.0	94.7	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	83.3	87.5	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	82.1	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	66.7	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	50.0	56.0	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	100.0	84.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	95.5	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	66.7	46.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	33.3	46.9	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	83.3	76.6	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	58.3	52.6	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	66.7	84.9	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	50.0	36.9	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	58.3	52.5	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	100.0	96.7	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	100.0	93.7	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	100.0	96.0	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	80.0	80.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	80.0	88.2	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	100.0	85.4	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	100.0	76.4	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	60.0	80.0	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	100.0	75.5	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	80.0	88.8	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	80.0	85.8	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	40.0	59.1	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	20.0	56.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	60.0	59.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	40.0	73.1	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	100.0	43.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	40.0	57.0	57.6

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Newfoundland Labrador

NLESD - Eastern Region

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

		School	**Region**	**Province**
Item	Cognitive Level - Outcome (*item parameter*)	[N=15]	[N=2,494]	[N=4,129]

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

Item		School	Region	Province
1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	100.0	94.2	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	80.0	92.4	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	93.3	94.7	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	93.3	87.5	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	86.7	82.1	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	80.0	84.5	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	73.3	56.0	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	93.3	84.9	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	93.3	95.5	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	26.7	46.7	47.3

Constructed Response

	School	Region	Province
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	80.0	46.9	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	93.3	76.6	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	53.3	52.6	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	100.0	84.9	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	66.7	36.9	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	50.0	52.5	52.0

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

Item		School	Region	Province
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	100.0	96.7	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	100.0	93.7	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	93.3	96.0	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	73.3	80.3	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	100.0	88.2	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	86.7	85.4	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	73.3	76.4	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	73.3	80.0	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	80.0	75.5	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	80.0	88.8	88.6

Constructed Response

	School	Region	Province
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	96.7	85.8	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	86.7	59.1	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	66.7	56.2	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	86.7	59.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	80.0	73.1	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	66.7	43.2	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	80.0	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

School #: 435	St. Anne's Academy, Dunville	Grades: K-6			
			School	**Region**	**Province**
Item	Cognitive Level - Outcome (*item parameter*)		[N=34]	[N=2,494]	[N=4,129]

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

		School	Region	Province
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	94.2	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	93.3	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	96.7	94.7	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	90.0	87.5	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	80.0	82.1	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	90.0	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	53.3	56.0	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	96.7	84.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	95.5	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	46.7	46.7	47.3

Constructed Response

	School	Region	Province
1. *Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)*	56.7	46.9	47.0
2. *Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)*	76.7	76.6	76.9
3. *Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)*	43.3	52.6	52.6
4. *Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)*	90.0	84.9	84.1
5. *Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)*	36.7	36.9	36.8
6. *Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)*	58.3	52.5	52.0

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

		School	Region	Province
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	96.8	96.7	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	96.8	93.7	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	100.0	96.0	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	87.1	80.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	100.0	88.2	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	93.6	85.4	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	93.6	76.4	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	74.2	80.0	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	77.4	75.5	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	87.1	88.8	88.6

Constructed Response

	School	Region	Province
1. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)*	91.9	85.8	85.9
2. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)*	58.1	59.1	60.4
3. *Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)*	51.6	56.2	56.9
4. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))*	58.1	59.1	57.6
5. *Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)*	74.2	73.1	73.8
6. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)*	48.4	43.2	43.2
7. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))*	61.3	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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NLESD - Eastern Region

School #: 442   Persalvic Elementary, Victoria   Grades: K-8

Item — Cognitive Level - Outcome (*item parameter*)	School [N=27]	Region [N=2,494]	Province [N=4,129]
Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	87.5	94.2	94.6
2. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	95.8	92.4	92.2
3. *Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	91.7	94.7	94.8
4. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	91.7	87.5	87.4
5. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	79.2	82.1	82.8
6. *Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	87.5	84.5	84.0
7. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	37.5	56.0	55.2
8. *Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	83.3	84.9	84.5
9. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	95.8	95.5	95.5
10. *Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	37.5	46.7	47.3
Constructed Response			
1. *Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)*	58.3	46.9	47.0
2. *Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)*	75.0	76.6	76.9
3. *Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)*	60.4	52.6	52.6
4. *Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)*	83.3	84.9	84.1
5. *Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)*	45.8	36.9	36.8
6. *Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)*	58.3	52.5	52.0
Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	100.0	96.7	96.0
12. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	90.5	93.7	93.4
13. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	100.0	96.0	95.7
14. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	85.7	80.3	78.9
15. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	95.2	88.2	87.2
16. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	90.5	85.4	85.0
17. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	76.2	76.4	74.5
18. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	81.0	80.0	79.7
19. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	76.2	75.5	75.0
20. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	90.5	88.8	88.6
Constructed Response			
1. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)*	81.0	85.8	85.9
2. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)*	57.1	59.1	60.4
3. *Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)*	66.7	56.2	56.9
4. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))*	52.4	59.1	57.6
5. *Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)*	81.0	73.1	73.8
6. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)*	38.1	43.2	43.2
7. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))*	61.9	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Eastern Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=15]	Region [N=2,494]	Province [N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	94.2	94.6
2. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	92.4	92.2
3. *Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	85.7	94.7	94.8
4. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	92.9	87.5	87.4
5. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	92.9	82.1	82.8
6. *Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	78.6	84.5	84.0
7. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	92.9	56.0	55.2
8. *Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	92.9	84.9	84.5
9. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	95.5	95.5
10. *Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	50.0	46.7	47.3
Constructed Response			
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	78.6	46.9	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	100.0	76.6	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	67.9	52.6	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	100.0	84.9	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	78.6	36.9	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	64.3	52.5	52.0
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	100.0	96.7	96.0
12. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	100.0	93.7	93.4
13. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	100.0	96.0	95.7
14. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	100.0	80.3	78.9
15. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	78.6	88.2	87.2
16. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	100.0	85.4	85.0
17. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	85.7	76.4	74.5
18. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	100.0	80.0	79.7
19. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	78.6	75.5	75.0
20. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	92.9	88.8	88.6
Constructed Response			
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	96.4	85.8	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	42.9	59.1	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	50.0	56.2	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	64.3	59.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	71.4	73.1	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	50.0	43.2	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	64.3	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

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

Item Cognitive Level - Outcome (*item parameter*)	School [N=11]	Region [N=2,494]	Province [N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	80.0	94.2	94.6
2. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	80.0	92.4	92.2
3. *Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	90.0	94.7	94.8
4. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	70.0	87.5	87.4
5. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	80.0	82.1	82.8
6. *Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	90.0	84.5	84.0
7. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	50.0	56.0	55.2
8. *Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	70.0	84.9	84.5
9. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	90.0	95.5	95.5
10. *Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	40.0	46.7	47.3
Constructed Response			
1. *Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)*	30.0	46.9	47.0
2. *Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)*	65.0	76.6	76.9
3. *Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)*	25.0	52.6	52.6
4. *Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)*	80.0	84.9	84.1
5. *Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)*	30.0	36.9	36.8
6. *Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)*	60.0	52.5	52.0
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	100.0	96.7	96.0
12. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	90.0	93.7	93.4
13. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	90.0	96.0	95.7
14. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	60.0	80.3	78.9
15. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	90.0	88.2	87.2
16. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	90.0	85.4	85.0
17. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	70.0	76.4	74.5
18. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	70.0	80.0	79.7
19. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	60.0	75.5	75.0
20. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	80.0	88.8	88.6
Constructed Response			
1. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)*	85.0	85.8	85.9
2. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)*	50.0	59.1	60.4
3. *Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)*	60.0	56.2	56.9
4. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))*	50.0	59.1	57.6
5. *Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)*	50.0	73.1	73.8
6. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)*	30.0	43.2	43.2
7. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))*	60.0	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=13]	Region [N=2,494]	Province [N=4,129]
	Non-Fiction **Selected Response:** *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	92.3	94.2	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	100.0	94.7	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	92.3	87.5	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	76.9	82.1	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	100.0	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	92.3	56.0	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	76.9	84.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	92.3	95.5	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	53.9	46.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	76.9	46.9	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	96.2	76.6	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	96.2	52.6	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	100.0	84.9	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	92.3	36.9	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	61.5	52.5	52.0
	Fiction **Selected Response:** *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	100.0	96.7	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	92.3	93.7	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	92.3	96.0	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	61.5	80.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning (Read for meaning(Retrieve information from the text.))*	84.6	88.2	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	100.0	85.4	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	76.9	76.4	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	76.9	80.0	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	92.3	75.5	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	76.9	88.8	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	96.2	85.8	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	30.8	59.1	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	38.5	56.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	69.2	59.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	84.6	73.1	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	46.2	43.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	46.2	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

Primary English Language Arts
Provincial Assessment, June 2015
School Report - Multiple Choice/Constructed Response

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

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=57]	Region [N=2,494]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	89.1	94.2	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	87.3	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	87.3	94.7	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	85.5	87.5	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	76.4	82.1	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	83.6	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	41.8	56.0	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	83.6	84.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	95.5	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	52.7	46.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	67.3	46.9	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	84.5	76.6	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	76.4	52.6	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	92.7	84.9	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	45.5	36.9	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	63.6	52.5	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	100.0	96.7	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	98.2	93.7	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	96.3	96.0	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	77.8	80.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	92.6	88.2	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	81.5	85.4	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	81.5	76.4	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	87.0	80.0	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	70.4	75.5	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	92.6	88.8	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	93.5	85.8	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	57.4	59.1	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	53.7	56.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	74.1	59.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	74.1	73.1	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	51.9	43.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	44.4	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Eastern Region

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

		School	Region	Province
Item	Cognitive Level - Outcome (*item parameter*)	[N=46]	[N=2,494]	[N=4,129]

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

1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	80.5	94.2	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	85.4	92.4	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	90.2	94.7	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	82.9	87.5	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	68.3	82.1	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	80.5	84.5	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	61.0	56.0	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	75.6	84.9	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	92.7	95.5	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	43.9	46.7	47.3

Constructed Response

	School	Region	Province
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	16.7	46.9	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	63.1	76.6	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	41.7	52.6	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	85.7	84.9	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	28.6	36.9	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	46.4	52.5	52.0

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

		School	Region	Province
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	95.0	96.7	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	92.5	93.7	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	92.5	96.0	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	70.0	80.3	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	85.0	88.2	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	62.5	85.4	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	72.5	76.4	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	75.0	80.0	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	77.5	75.5	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	85.0	88.8	88.6

Constructed Response

	School	Region	Province
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	80.0	85.8	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	57.5	59.1	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	30.0	56.2	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	35.0	59.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	37.5	73.1	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	50.0	43.2	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	50.0	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=12]	Region [N=2,494]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	81.8	94.2	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	63.6	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	100.0	94.7	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	100.0	87.5	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	81.8	82.1	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	54.6	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	36.4	56.0	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	54.6	84.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	95.5	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	54.6	46.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	27.3	46.9	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	86.4	76.6	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	90.9	52.6	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	90.9	84.9	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	45.5	36.9	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	77.3	52.5	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	100.0	96.7	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	90.9	93.7	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	100.0	96.0	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	72.7	80.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	72.7	88.2	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	81.8	85.4	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	72.7	76.4	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	90.9	80.0	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	63.6	75.5	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	63.6	88.8	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	72.7	85.8	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	63.6	59.1	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	45.5	56.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	54.5	59.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	54.5	73.1	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	18.2	43.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	45.5	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=79]	Region [N=2,494]	Province [N=4,129]
	Non-Fiction Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	94.4	94.2	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	95.8	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	94.4	94.7	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	81.7	87.5	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	76.1	82.1	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	85.9	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	49.3	56.0	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	85.9	84.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	93.0	95.5	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	43.7	46.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	31.0	46.9	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	74.6	76.6	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	41.5	52.6	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	81.7	84.9	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	39.4	36.9	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	51.4	52.5	52.0
	Fiction Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)*			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	92.5	96.7	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	85.1	93.7	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	94.0	96.0	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	79.1	80.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	85.1	88.2	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	80.6	85.4	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	67.2	76.4	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	82.1	80.0	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	68.7	75.5	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	94.0	88.8	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	88.1	85.8	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	59.7	59.1	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	50.7	56.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	44.8	59.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	65.7	73.1	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	28.4	43.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	38.8	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=40]	Region [N=2,494]	Province [N=4,129]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	93.9	94.2	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	93.9	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	90.9	94.7	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	87.9	87.5	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	78.8	82.1	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	93.9	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	48.5	56.0	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	87.9	84.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	90.9	95.5	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	39.4	46.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	42.4	46.9	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	71.2	76.6	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	50.0	52.6	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	84.8	84.9	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	42.4	36.9	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	50.0	52.5	52.0
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	100.0	96.7	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	97.1	93.7	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	100.0	96.0	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	82.9	80.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	85.7	88.2	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	88.6	85.4	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	82.9	76.4	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	82.9	80.0	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	71.4	75.5	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	97.1	88.8	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	90.0	85.8	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	40.0	59.1	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	40.0	56.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	37.1	59.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	91.4	73.1	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	40.0	43.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	45.7	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

NLESD - Eastern Region

School #: 954   Carbonear Academy, Carbonear   Grades: K-8

Item	Cognitive Level - Outcome (*item parameter*)	School [N=49]	Region [N=2,494]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	90.2	94.2	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	92.7	92.4	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	90.2	94.7	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	85.4	87.5	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	75.6	82.1	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	82.9	84.5	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	56.1	56.0	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	90.2	84.9	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	97.6	95.5	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	43.9	46.7	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	39.0	46.9	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	62.2	76.6	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	61.0	52.6	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	87.8	84.9	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	26.8	36.9	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	43.9	52.5	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	97.8	96.7	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	91.1	93.7	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	93.3	96.0	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	73.3	80.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	95.6	88.2	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	80.0	85.4	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	75.6	76.4	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	84.4	80.0	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	77.8	75.5	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	86.7	88.8	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	80.0	85.8	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	66.7	59.1	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	71.1	56.2	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	53.3	59.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	71.1	73.1	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	37.8	43.2	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	62.2	57.0	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

District 803 - Private

School #: 373   First Baptist Academy, Mount Pearl   Grades: 1-11

		School [N=2]	**Region** [N=67]	**Province** [N=4,129]
Item	Cognitive Level - Outcome (*item parameter*)			

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

		School	Region	Province
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	*School data with 5 or fewer students withheld for reasons of confidentiality.*	96.9	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*		93.9	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*		98.5	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*		87.7	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*		92.3	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*		90.8	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*		70.8	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*		84.6	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*		95.4	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*		52.3	47.3

Constructed Response

	School	Region	Province
1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)		61.5	47.0
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)		76.9	76.9
3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)		48.5	52.6
4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)		86.2	84.1
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)		52.3	36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		62.3	52.0

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

		School	Region	Province
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*		100.0	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*		95.5	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*		93.9	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*		83.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*		86.4	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*		90.9	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*		75.8	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*		78.8	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*		78.8	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*		89.4	88.6

Constructed Response

	School	Region	Province
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)		87.9	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)		62.1	60.4
3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)		57.6	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))		62.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)		72.7	73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)		51.5	43.2
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		71.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

District 803 - Private

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=21]	Region [N=67]	Province [N=4,129]
	Non-Fiction *Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	96.9	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	93.9	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	95.0	98.5	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	95.0	87.7	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	90.0	92.3	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	100.0	90.8	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	85.0	70.8	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	95.0	84.6	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	95.4	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	55.0	52.3	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	75.0	61.5	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	90.0	76.9	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	65.0	48.5	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	95.0	86.2	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	70.0	52.3	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	62.5	62.3	52.0
	Fiction *Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	100.0	100.0	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	100.0	95.5	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	100.0	93.9	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	90.5	83.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	95.2	86.4	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	95.2	90.9	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	90.5	75.8	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	71.4	78.8	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	90.5	78.8	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	90.5	89.4	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	97.6	87.9	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	76.2	62.1	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	66.7	57.6	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	90.5	62.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	90.5	72.7	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	76.2	51.5	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	81.0	71.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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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]	Region [N=67]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	96.9	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	100.0	93.9	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	100.0	98.5	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	92.0	87.7	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	96.0	92.3	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	92.0	90.8	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	64.0	70.8	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	84.0	84.6	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	92.0	95.4	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	52.0	52.3	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	68.0	61.5	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	72.0	76.9	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	54.0	48.5	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	76.0	86.2	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	60.0	52.3	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	68.0	62.3	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	100.0	100.0	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	100.0	95.5	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	92.0	93.9	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	72.0	83.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	84.0	86.4	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	92.0	90.9	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	76.0	75.8	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	84.0	78.8	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	84.0	78.8	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	96.0	89.4	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	84.0	87.9	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	56.0	62.1	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	52.0	57.6	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	52.0	62.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	60.0	72.7	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	44.0	51.5	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	72.0	71.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

District 803 - Private

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=11]	Region [N=67]	Province [N=4,129]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	90.9	96.9	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	90.9	93.9	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	100.0	98.5	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	72.7	87.7	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	90.9	92.3	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	63.6	90.8	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	54.6	70.8	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	72.7	84.6	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	90.9	95.4	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	45.5	52.3	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	45.5	61.5	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	59.1	76.9	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	31.8	48.5	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	100.0	86.2	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	36.4	52.3	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	68.2	62.3	52.0
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	100.0	100.0	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	90.9	95.5	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	90.9	93.9	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	81.8	83.3	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	72.7	86.4	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	81.8	90.9	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	54.6	75.8	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	81.8	78.8	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	72.7	78.8	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	90.9	89.4	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	77.3	87.9	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	45.5	62.1	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	63.6	57.6	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	54.5	62.1	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	81.8	72.7	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	36.4	51.5	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	45.5	71.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Newfoundland Labrador

District 803 - Private

School #: 469   Immaculate Heart of Mary School, Corner Brook   Grades: K-7,9-10

Item — Cognitive Level - Outcome (*item parameter*)	School [N=7]	Region [N=67]	Province [N=4,129]
Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	85.7	96.9	94.6
2. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	57.1	93.9	92.2
3. *Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	100.0	98.5	94.8
4. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	71.4	87.7	87.4
5. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	85.7	92.3	82.8
6. *Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	100.0	90.8	84.0
7. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	71.4	70.8	55.2
8. *Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	85.7	84.6	84.5
9. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	100.0	95.4	95.5
10. *Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	71.4	52.3	47.3
Constructed Response			
1. *Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)*	14.3	61.5	47.0
2. *Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)*	78.6	76.9	76.9
3. *Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)*	21.4	48.5	52.6
4. *Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)*	85.7	86.2	84.1
5. *Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)*	14.3	52.3	36.8
6. *Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)*	42.9	62.3	52.0
Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	100.0	100.0	96.0
12. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	71.4	95.5	93.4
13. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	85.7	93.9	95.7
14. *Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	100.0	83.3	78.9
15. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	85.7	86.4	87.2
16. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	85.7	90.9	85.0
17. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	71.4	75.8	74.5
18. *Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	71.4	78.8	79.7
19. *Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	42.9	78.8	75.0
20. *Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	57.1	89.4	88.6
Constructed Response			
1. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)*	92.9	87.9	85.9
2. *Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)*	71.4	62.1	60.4
3. *Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)*	42.9	57.6	56.9
4. *Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))*	28.6	62.1	57.6
5. *Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)*	57.1	72.7	73.8
6. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)*	28.6	51.5	43.2
7. *Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))*	71.4	71.2	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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Newfoundland Labrador

District 804 - Native Federal

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

		School	**Region**	**Province**
Item	Cognitive Level - Outcome (*item parameter*)	[N=15]	[N=11]	[N=4,129]

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

Item		School	Region	Province
1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	84.6	100.0	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	69.2	90.9	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	76.9	90.9	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	61.5	81.8	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	69.2	72.7	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	38.5	90.9	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	15.4	45.5	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	84.6	72.7	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	100.0	100.0	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	23.1	36.4	47.3

Constructed Response

		School	Region	Province
1.	Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	7.7	45.5	47.0
2.	Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	30.8	54.5	76.9
3.	Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	50.0	40.9	52.6
4.	Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	69.2	81.8	84.1
5.	Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	15.4	36.4	36.8
6.	Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	34.6	31.8	52.0

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

Item		School	Region	Province
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	78.6	100.0	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	71.4	100.0	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	100.0	100.0	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	71.4	63.6	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	57.1	72.7	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	57.1	81.8	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	57.1	54.6	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	57.1	72.7	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	35.7	63.6	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	64.3	100.0	88.6

Constructed Response

		School	Region	Province
1.	Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	59.1	86.4	85.9
2.	Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	0.0	54.5	60.4
3.	Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	27.3	54.5	56.9
4.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	45.5	27.3	57.6
5.	Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	9.1	72.7	73.8
6.	Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	18.2	27.3	43.2
7.	Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	9.1	45.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

Newfoundland Labrador

District 804 - Native Federal

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=13]	Region [N=11]	Province [N=4,129]
	Non-Fiction **Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)***			
1.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	92.3	100.0	94.6
2.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	69.2	90.9	92.2
3.	*Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)*	100.0	90.9	94.8
4.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)*	76.9	81.8	87.4
5.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)*	38.5	72.7	82.8
6.	*Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)*	69.2	90.9	84.0
7.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)*	69.2	45.5	55.2
8.	*Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)*	92.3	72.7	84.5
9.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)*	92.3	100.0	95.5
10.	*Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)*	30.8	36.4	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	76.9	45.5	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	38.5	54.5	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	0.0	40.9	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	53.8	81.8	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	0.0	36.4	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	23.1	31.8	52.0
	Fiction **Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)***			
11.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)*	66.7	100.0	96.0
12.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)*	50.0	100.0	93.4
13.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)*	91.7	100.0	95.7
14.	*Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)*	83.3	63.6	78.9
15.	*Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))*	33.3	72.7	87.2
16.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)*	83.3	81.8	85.0
17.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)*	8.3	54.6	74.5
18.	*Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)*	66.7	72.7	79.7
19.	*Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)*	58.3	63.6	75.0
20.	*Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)*	50.0	100.0	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	66.7	86.4	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	0.0	54.5	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	0.0	54.5	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	33.3	27.3	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	8.3	72.7	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	0.0	27.3	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	16.7	45.5	57.6

Note: percentages may not add to 100% due to missing values. Results are based on the number of students who completed each section.
Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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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=11]	Region [N=11]	Province [N=4,129]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	100.0	100.0	94.6
2.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	90.9	90.9	92.2
3.	Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	90.9	90.9	94.8
4.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	81.8	81.8	87.4
5.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	72.7	72.7	82.8
6.	Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	90.9	90.9	84.0
7.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	45.5	45.5	55.2
8.	Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	72.7	72.7	84.5
9.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	100.0	100.0	95.5
10.	Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	36.4	36.4	47.3
	Constructed Response			
	1. Comprehension– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.)	45.5	45.5	47.0
	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	54.5	54.5	76.9
	3. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	40.9	40.9	52.6
	4. Inferential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	81.8	81.8	84.1
	5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	36.4	36.4	36.8
	6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	31.8	31.8	52.0
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret..)	100.0	100.0	96.0
12.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	100.0	100.0	93.4
13.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	100.0	100.0	95.7
14.	Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	63.6	63.6	78.9
15.	Comprehension – (1-2) / 4 Use a variety of strategies to create meaning (Read for meaning(Retrieve information from the text.))	72.7	72.7	87.2
16.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	81.8	81.8	85.0
17.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	54.6	54.6	74.5
18.	Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	72.7	72.7	79.7
19.	Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)	63.6	63.6	75.0
20.	Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	100.0	100.0	88.6
	Constructed Response			
	1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	86.4	86.4	85.9
	2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	54.5	54.5	60.4
	3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	54.5	54.5	56.9
	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	27.3	27.3	57.6
	5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?)	72.7	72.7	73.8
	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	27.3	27.3	43.2
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	45.5	45.5	57.6