

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

NLESD - Labrador Region

School #: 002 Henry Gordon Academy, Cartwright Grades: K-11	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=6]	[N=179]	[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.) 2. Inferential — (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.) 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.) 5. Response to text — (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	16.7 91.7 8.3 83.3 50.0 58.3	51.0 78.0 54.5 73.4 32.2 46.9	47.0 76.9 52.6 84.1 36.8 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) 12. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	100.0 66.7 100.0	95.3 88.5 94.6	96.0 93.4 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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 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 33.3 66.7 33.3 33.3 50.0 50.0	86.1 58.8 55.4 51.4 70.3 41.2 50.7	85.9 60.4 56.9 57.6 73.8 43.2 57.6



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

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

School #: 005 P	reacock Primary School, Happy Valley-Goose Bay Grades: K-3	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=68]	[N=179]	[N=4,129]
Non-Fiction	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Comprehension 	n – (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
	n – (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
	(-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 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	74.1	82.6	87.4
	n – (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
	n – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	72.2	79.9	84.0
	n – (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
	-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	74.1	81.9	84.5
) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	98.2	94.4	95.5
) / 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
2. Inferential – (3) / 4 3. Inferential – (3) / 4 4. Inferential – (3) / 7 5. Response to text	(1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.) 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.) - (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 5 Express and explain opinion / (Which animal has the most unusual eyesight.)	37.0 70.4 63.0 68.5 42.6 41.7	51.0 78.0 54.5 73.4 32.2 46.9	47.0 76.9 52.6 84.1 36.8 52.0
	ected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	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
	n – (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
	2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	94.2	94.6	95.7
	2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	75.0	64.2	78.9
	– (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
	/ 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
	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
	/ 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	88.5	85.1	79.7
	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
- ()	/ 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 Respo				
	– (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	91.3	86.1 58.8	85.9 60.4
	Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	73.1 71.2	58.8 55.4	56.9
	(1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	53.8	55.4 51.4	57.6
	/ 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
	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
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(Outcome Analysis: % of students who selected correct response)

NLESD - Labrador Region

School #: 007 Amos Comenius Memorial School, Hopedale Grades: K-12 **Province** Region School [N=179] Cognitive Level - Outcome (item parameter) [N=7] [N=4,129] Item Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 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 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 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 75.0 82.6 87.4 Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour) 82.8 Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 50.0 84.0 79.9 Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary) 50.0 84.0 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 Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) 75.0 81.9 84.5 Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 75.0 94.4 95.5 0.0 43.8 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) 47.3 Constructed Response 50.0 51.0 47.0 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.) 78.0 75.0 76.9 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 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 54.5 100.0 73.4 84.1 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.) 32.2 36.8 50.0 5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 50.0 46.9 52.0 6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) 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.) 94 6 95.7 714 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?) 70.3 73.8 71.4

6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)

7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))

41.2

50.7

14.3

14.3

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43.2

57.6



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

NLESD - Labrador Region

School #: 008 A. P. Low Primary, Labrador City Grades: K-3	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=64]	[N=179]	[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.) 2. Inferential — (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.) 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.) 5. Response to text — (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential — (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	60.8 86.3 40.2 68.6 13.7 48.0	51.0 78.0 54.5 73.4 32.2 46.9	47.0 76.9 52.6 84.1 36.8 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)	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?) 6. Inferential – (2) / 4 Making predictions and inferences by drawing on the cuttoria implied alway / (The importance of the minar character)	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.) 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	41.2	43.2
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(Outcome Analysis: % of students who selected correct response)

NLESD - Labrador Region

School #: 012 J.C. Erhardt Memorial School, Makkovik Grades: K-7,9-12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=4]	[N=179]	[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) 2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 3. Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon) 4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour) 5. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary) 7. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?) 8. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) 9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 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)	School data with 5 or fewer students withheld for reasons of confidentiality.	95.1 91.0 93.8 82.6 84.0 79.9 43.8 81.9 94.4 43.8	94.6 92.2 94.8 87.4 82.8 84.0 55.2 84.5 95.5 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.) 2. Inferential — (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.) 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.) 5. Response to text — (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential — (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		51.0 78.0 54.5 73.4 32.2 46.9	47.0 76.9 52.6 84.1 36.8 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) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		95.3 88.5 94.6 64.2 83.1 79.7 63.5 85.1 66.9 79.7	96.0 93.4 95.7 78.9 87.2 85.0 74.5 79.7 75.0 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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		86.1 58.8 55.4 51.4 70.3 41.2 50.7	85.9 60.4 56.9 57.6 73.8 43.2 57.6



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

NLESD - Labrador Region

School #: 014 Jens Haven Memorial, Nain Grades: K-12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=18]	[N=179]	[N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
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 86.7	78.0 54.5	76.9 52.6
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.) 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) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.)	88.2 88.2 100.0 47.1 82.4 88.2 47.1	95.3 88.5 94.6 64.2 83.1 79.7 63.5	96.0 93.4 95.7 78.9 87.2 85.0 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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	97.1 70.6 64.7 52.9 76.5 5.9 52.9	86.1 58.8 55.4 51.4 70.3 41.2 50.7	85.9 60.4 56.9 57.6 73.8 43.2 57.6



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

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

School #: 015 Lake Melville School, North West River Grades: K-12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=6]	[N=179]	[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 30.0	78.0 54.5	76.9 52.6
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.) 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.) 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	85.1	79.7
	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.)	00.0	00.4	05.0
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe now you are similar to main character.)	83.3 16.7	86.1 58.8	85.9 60.4
3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	50.0	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
			-



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

NLESD - Labrador Region

School #: 016	B.L. Morrison, Postville	Grades: K-8,10-12	School	Region	Province
Item	Cognitive Level - Outcor	ne (item parameter)	[N=4]	[N=179]	[N=4,129]
Non-Fict 1. Comprehe 2. Comprehe 3. Inferential 4. Inferential 5. Comprehe 6. Comprehe 7. Comprehe 8. Inferential 9. Inferential	ension – (1-2) / 4 Use a variety of strategonsion – (1-2) / 4 Use a variety of strategonsion – (1-2) / 4 Use a variety of strategon – (1-2) / 4 Use pictorial texts to determine ension – (1-2) / 4 Use a variety of strategonsion – (3) / 4 Use features of text to obtain – (1-2) / 4 Use a variety of strategon – (1-2) / 4 Use a variety of strategon – (1-2) / 4 Make connections between – (3) / 4 Use pictorial texts to determine	ies to create meaning / (Read for meaning (Retrieve information from the text) ies to create meaning / (Read for meaning (Retrieve information from the text) ig on their own experiences and clues in the text / (Recognizing an observed natural phenomenon) content / (Look at visual and determine animal behaviour) ies to create meaning / (Read for meaning (Retrieve information from the text) itain information / (Refer to the Glossary) ies to create meaning / What makes one of the animals different from the other?) itexts / (Which word best describes relationship between the two animals?) content / (Look at visual and determine the natural phenomenon) in their own experiences and clues in the text / (Extend on information from text to another situation)	School data with 5 or fewer students withheld for reasons of confidentiality.	95.1 91.0 93.8 82.6 84.0 79.9 43.8 81.9 94.4 43.8	94.6 92.2 94.8 87.4 82.8 84.0 55.2 84.5 95.5 47.3
2. Inferential – 3. Inferential – 4. Inferential – 5. Response to	sion— (1-2) / 4 Use a variety of strategies to c (3) / 4 Make connections between what they (3) / 4 Use text features to determine conten (3) / 7 Question information presented in text	reate meaning / (Fill in the missing blanks in the table using information from the text.) read and their own experiences and knowledge / (How is your eyesight different than another animal?) and obtain information / (Identify a feature of text and explain its purpose in the text.) using a personal knowledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.) xt and describe / (Describe your life with the eyesight of an animal.) nimal has the most unusual eyesight.)		51.0 78.0 54.5 73.4 32.2 46.9	47.0 76.9 52.6 84.1 36.8 52.0
 11. Inferential 12. Compreher 13. Inferential - 14. Inferential - 15. Compreher 16. Inferential - 17. Inferential - 18. Inferential - 19. Inferential - 	- (1-2) / 4 Making inferences by drawing asion - (1-2) / 4 Use a variety of strateging in (1-2) / 4 Identify character traits from consion - (1-2) / 4 Identify character traits from consion - (1-2) / 4 Use a variety of strateging in (3) / 4 Construct meaning; predict on the (1-2) / 4 Making inferences by drawing in (3) / 4 Use pictorial texts to determine (1-2) / 4 Making inferences by drawing in (1-2) / 4 Making inferences by drawing inferences by dra	D/ Outcome No. / Outcome / (Item parameter) on the author's implied clues and their own experience / (Why character kept his secret) es to create meaning / (Read for meaning(Retrieve information from the text.) ontextual clues / (Understanding main character's actions.) ontextual clues / (Why main character was nervous.) es to create meaning / (Read for meaning(Retrieve information from the text.)) se basis of what makes sense / (What would happen if you were in this story?) on the author's implied clues and their own experience/ (How the main character revealed his secret.) content / (Look at visual and determine character's feelings.) on the author's implied clues and their own experience / (How did friends react to the revealed secret.) se basis of what makes sense / (What word best describes the striped zebra pattern?)		95.3 88.5 94.6 64.2 83.1 79.7 63.5 85.1 66.9 79.7	96.0 93.4 95.7 78.9 87.2 85.0 74.5 79.7 75.0 88.6
Constructed R 1. Response to 2. Response to 3. Inferential—(: 4. Comprehens 5. Inferential—(6. Inferential—(text – (3) / 6 Make personal connections to text – (3) / 6 Make personal connections to text – (3) / 6 Make personal connections to 3) / 4 Make connections between what they rion – (1-2) / 4 Use a variety of strategies to 6 (1-2) / 4 Make inferences by drawing on their (3) / 4 Making predictions and inferences by 6	ext and describe / (Describe how you are similar to main character.) ext and describe / (Describe an experience similar to main character) ext and describe / (Describe an experience similar to main character) exad and their own experiences and knowledge / (Is suggested title better?) reate meaning / (Ordering (sequencing) of events.)) own experiences and clues in the text/ (Did the main character feel better at the end?) trawing on the author's implied clues / (The importance of the minor character.) trawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		86.1 58.8 55.4 51.4 70.3 41.2 50.7	85.9 60.4 56.9 57.6 73.8 43.2 57.6



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

NLESD - Labrador Region

School #: 017 Northern Lights Academy, Rigolet Grades: K-12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=2]	[N=179]	[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) 2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 3. Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon) 4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour) 5. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary) 7. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?) 8. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) 9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 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)	School data with 5 or fewer students withheld for reasons of confidentiality.	95.1 91.0 93.8 82.6 84.0 79.9 43.8 81.9 94.4 43.8	94.6 92.2 94.8 87.4 82.8 84.0 55.2 84.5 95.5 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.) 2. Inferential — (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.) 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.) 5. Response to text — (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		51.0 78.0 54.5 73.4 32.2 46.9	47.0 76.9 52.6 84.1 36.8 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) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		95.3 88.5 94.6 64.2 83.1 79.7 63.5 85.1 66.9 79.7	96.0 93.4 95.7 78.9 87.2 85.0 74.5 79.7 75.0 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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		86.1 58.8 55.4 51.4 70.3 41.2 50.7	85.9 60.4 56.9 57.6 73.8 43.2 57.6



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

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

School #: 022 William Gillett Academy, Chanottetown, LAB Grades: K-12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=2]	[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) 2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 3. Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural planatural planatural – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour) 5. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary) 7. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?) 8. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) 9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 10. Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to and	reasons of confidentiality.	95.6 92.4 94.4 88.1 84.7 84.5 54.9 84.8 96.9 51.7	94.6 92.2 94.8 87.4 82.8 84.0 55.2 84.5 95.5 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.) 2. Inferential — (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another and 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.) 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 5. Response to text — (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential — (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		43.0 76.9 46.8 83.4 33.6 50.3	47.0 76.9 52.6 84.1 36.8 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 secretary comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 17. Inferential — (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character reversed in the Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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 Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	aled his secret.)	95.6 93.5 96.1 81.9 87.3 82.9 73.2 78.9 77.7 88.4	96.0 93.4 95.7 78.9 87.2 85.0 74.5 79.7 75.0 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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		85.3 59.9 56.8 54.1 72.2 40.0 59.2	85.9 60.4 56.9 57.6 73.8 43.2 57.6

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

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

School #. 024 James Cook Memorial, Cook's Harbour Grades. 5-4,0-12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=2]	[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) 2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 3. Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon) 4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour) 5. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary) 7. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?) 8. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) 9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 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)	School data with 5 or fewer students withheld for reasons of confidentiality.	95.6 92.4 94.4 88.1 84.7 84.5 54.9 84.8 96.9 51.7	94.6 92.2 94.8 87.4 82.8 84.0 55.2 84.5 95.5 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.) 2. Inferential — (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.) 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.) 5. Response to text — (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		43.0 76.9 46.8 83.4 33.6 50.3	47.0 76.9 52.6 84.1 36.8 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) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		95.6 93.5 96.1 81.9 87.3 82.9 73.2 78.9 77.7 88.4	96.0 93.4 95.7 78.9 87.2 85.0 74.5 79.7 75.0 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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		85.3 59.9 56.8 54.1 72.2 40.0 59.2	85.9 60.4 56.9 57.6 73.8 43.2 57.6

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

School #: 026	H.G. Fillier Academy, Englee Grades: K-9	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=5]	[N=689]	[N=4,129]
Non-Fict 1. Comprehe 2. Comprehe 3. Inferential 4. Inferential 5. Comprehe 6. Comprehe 7. Comprehe 8. Inferential 9. Inferential	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) nsion — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) nsion — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) — (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon) — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour) nsion — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) nsion — (3) / 4 Use features of text to obtain information / (Refer to the Glossary) nsion — (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?) — (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) — (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	School data with 5 or fewer students withheld for reasons of confidentiality.	95.6 92.4 94.4 88.1 84.7 84.5 54.9 84.8 96.9 51.7	94.6 92.2 94.8 87.4 82.8 84.0 55.2 84.5 95.5 47.3
2. Inferential – 3. Inferential – 4. Inferential – 5. Response to	Response sion— (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.) (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.) text — (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		43.0 76.9 46.8 83.4 33.6 50.3	47.0 76.9 52.6 84.1 36.8 52.0
 11. Inferential 12. Compreher 13. Inferential 14. Inferential 15. Compreher 16. Inferential 17. Inferential 18. Inferential 19. Inferential 	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) - (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret) - (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) - (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) - (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) - (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) - (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) - (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.) - (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) - (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.) - (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		95.6 93.5 96.1 81.9 87.3 82.9 73.2 78.9 77.7 88.4	96.0 93.4 95.7 78.9 87.2 85.0 74.5 79.7 75.0 88.6
2. Response to 3. Inferential— (3 4. Comprehens 5. Inferential— (6. Inferential— (text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) ion – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		85.3 59.9 56.8 54.1 72.2 40.0 59.2	85.9 60.4 56.9 57.6 73.8 43.2 57.6

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

NLESD - Western Region

School #: 027 Canon Richards Memorial Academy, Flower's Cove Grades: K-12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=21]	[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)	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?) 8. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	42.1 79.0	54.9 84.8	55.2 84.5
9. Inferential – (1-2) / 4 Wake connections between texts / (Which word best describes relationship between the two animals?)	79.0 100.0	96.9	95.5
10. Inferential – (3) / 4 Ose pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 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
10. Interential – (3) / 4 Making Interences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	31.0	31.7	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 21.1	83.4 33.6	84.1 36.8
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	36.8	50.3	52.0
o. mieroniaa (e) / o zaproce and explain epimen / (vimen aliminal nac the meet anacad eyeolgin.)			
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.) 15. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	76.5	81.9	78.9
16. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	76.5	87.3	87.2
17. Inferential – (3) / 4 Constituct meaning, predict on the basis of what makes sense / (what would happen if you were in this story!) 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 70.6	82.9 73.2	85.0 74.5
18. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	70.6 52.9	73.2 78.9	74.5
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	70.0	00.4	00.0
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.) 7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	17.6	40.0	43.2
1. Informula - (5) / + making productions and informoes by drawing off the author's implied dides / (Extend beyond the story (behaviour of main diaracter.))	58.8	59.2	57.6

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

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

Ochool #. 002 Truman Eduloth Memorial, Oriquet Crades. N. 0	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=2]	[N=689]	[N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	School data		
1. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	with 5 or fewer	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)	students	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)	withheld for	94.4 88.1	94.8 87.4
 Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour) Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 	reasons of	84.7	82.8
6. Comprehension – (1) / 4 Use features of text to obtain information / (Refer to the Glossary)	confidentiality.	84.5	84.0
7. Comprehension – (3) / 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 33.6	84.1 36.8
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		50.3	52.0
0. Interential - (3) / 0 Express and explain opinion / (which animal has the most unusual eyesight.)		00.0	32.0
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?) Constructed Response		88.4	88.6
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.) 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	43.2
7. Informula – (5)7 + Making productions and interestics by drawing on the author's implied dides 7 (Extend beyond the story (behaviour or main didatater.))		59.2	57.6

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

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

School #: 039 Mary Simms All-Grade, Main Brook Grades: 1-12	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) 1. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 3. Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon) 4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour) 5. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary) 7. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?) 8. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) 9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 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)	School data with 5 or fewer students withheld for reasons of confidentiality.	95.6 92.4 94.4 88.1 84.7 84.5 54.9 84.8 96.9 51.7	94.6 92.2 94.8 87.4 82.8 84.0 55.2 84.5 95.5 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.) 2. Inferential — (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.) 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.) 5. Response to text — (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential — (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		43.0 76.9 46.8 83.4 33.6 50.3	47.0 76.9 52.6 84.1 36.8 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) 12. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		95.6 93.5 96.1 81.9 87.3 82.9 73.2 78.9 77.7 88.4	96.0 93.4 95.7 78.9 87.2 85.0 74.5 79.7 75.0 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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		85.3 59.9 56.8 54.1 72.2 40.0 59.2	85.9 60.4 56.9 57.6 73.8 43.2 57.6

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

Grades: K-12

St. Mary's AG, Mary's Harbour School #: 040

School #: 040 St. Mary's AG, Mary's Harbour Grades: K-12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=2]	[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) 2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 3. Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon) 4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour) 5. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary) 7. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?) 8. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) 9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 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)	School data with 5 or fewer students withheld for reasons of confidentiality.	95.6 92.4 94.4 88.1 84.7 84.5 54.9 84.8 96.9 51.7	94.6 92.2 94.8 87.4 82.8 84.0 55.2 84.5 95.5 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.) 2. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.) 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.) 5. Response to text— (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential— (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		43.0 76.9 46.8 83.4 33.6 50.3	47.0 76.9 52.6 84.1 36.8 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) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		95.6 93.5 96.1 81.9 87.3 82.9 73.2 78.9 77.7 88.4	96.0 93.4 95.7 78.9 87.2 85.0 74.5 79.7 75.0 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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		85.3 59.9 56.8 54.1 72.2 40.0 59.2	85.9 60.4 56.9 57.6 73.8 43.2 57.6

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

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

Non-Fiction Selected Response: (Grade Level) Outcome (Inc. parameter) Non-Fiction Selected Response: (Grade Level) Outcome (Inc. parameter) 1. Comprehension - (1.2) 4 Use a variety of strategies to create meaning (Reineve information from the text) 85.0 24.0 22.0 23.0 24.0 23.0 24.0 23.0 24.0 23.0 24.0 23.0 24.0 23.0 24.0 23.0 24.0	Grades. N. 12	School	Region	Province
1. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning (Read for meaning Retrieve information from the text) 2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning (Read for meaning Retrieve information from the text) 3. Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon) 7.78 94.4 94.8 94.8 94.7 1. Comprehension – (1-1) / 4 Use a variety of strategies to create meaning (Read for meaning (Retrieve information from the text) 1. Comprehension – (1-1) / 4 Use a variety of strategies to create meaning (Read for meaning (Retrieve information from the chert) 2. Comprehension – (1-1) / 4 Use a variety of strategies to create meaning (Read for meaning (Retrieve information from the chert) 3. Inferential – (1-2) / 4 Use a variety of strategies to data information (Retrieve Information from the chert) 3. Inferential – (1-2) / 4 Use the connections between texts (Which word best describes relationship between the hose including (1-1) of the variety of strategies to create meaning (Retrieve information from text to another situation) 3. Inferential – (3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the text (2 Extend on information from text to another situation) 3. Inferential – (3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the text) 3. Inferential – (3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the text) 4. Inferential – (3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the text) 4. Inferential – (3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the text) 4. Inferential – (3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the text) 4. Inferential – (3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the text) 4	Item Cognitive Level - Outcome (item parameter)	[N=9]	[N=689]	[N=4,129]
2. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 3. Inferential—(1-2) / 4 Missing inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon) 4. Inferential—(3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour) 5. Comprehension—(3) / 4 Use in a visual strategies to create meaning / (Read for meaning (Retrieve information from the text) 6. Comprehension—(3) / 4 Use a variety of strategies to create meaning / (Missin makes on or of the animals different from the other?) 6. Comprehension—(3) / 4 Use a variety of strategies to create meaning / Missin makes on or of the animals different from the other?) 7. Comprehension—(3) / 4 Use a variety of strategies to create meaning / Missin makes on or of the animals different from the other?) 8. Inferential—(1-2) / 4 Missing inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation) 9. Inferential—(3) / 4 Missing inferences by drawing on their own experiences and clues in the text / (Extend on information from the text) 10. Inferential—(3) / 4 Missing inferences by drawing on their own experiences and includingly fellow in your experience as a frame or felence of the original inferent from another animar?) 8. Inferential—(3) / 4 Use a variety of strategies to create meaning / Iffili in the missing blanks in the taple using information from the text) 8. Inferential—(3) / 4 Use a variety of strategies to create meaning / Iffili in the missing blanks in the taple using information from the text) 8. Inferential—(3) / 4 Use text features to determine content and obtain information from the text) 8. Inferential—(3) / 4 Use text features to determine content and obtain information from the text) 8. Inferential—(3) / 4 Use a variety of strategies to create meaning / Iffili in the missing blanks in the taple using informati	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
3. Inferential – (1-2) / 4 Making inferences by drawing on their own expeniences and clues in the text / (Recognizing an observed natural phenomenon) 7.8 94.4 94.8 16. Inferential – (3) / 4 Use a variety of strategies to create meaning / (Read for meaning (Relieve information from the text) 5. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Relieve information from the text) 7. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Relieve information from the other?) 8. Inferential – (1-2) / 4 Making inference by drawing on their own experiences and determine in the matural phenomenon) 9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 1. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 1. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 2. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 3. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 3. Inferential – (3) / 4 Use evariety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text) 3. Inferential – (3) / 4 Use evariety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text) 3. Inferential – (3) / 4 Use evariety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text) 3. Inferential – (3) / 4 Use evariety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text) 4. Inferential – (3) / 4 Use variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text) 5. Respon		88.9	95.6	94.6
4. Inferential – (3) / 4 Use prictorial tests to determine content / (Look at visual and determine animal behavior) 5. Comprehension – (-1) / 4 Use a variety of strategies to create meaning / (Feel for the Glossapr) 5. Comprehension – (-1) / 4 Use a variety of strategies to create meaning / (Feel for the Glossapr) 5. Inferential – (1/2) / 4 Make connections between tests / (Whitch word best describes relationship between the two animals?) 5. Inferential – (1/2) / 4 Make connections between tests / (Whitch word best describes relationship between the two animals?) 5. Inferential – (3) / 4 Use prictorial lests to determine content / (Look at visual and determine the natural phenomenon) 5. Inferential – (3) / 4 Use prictorial lests to determine content / (Look at visual and determine the natural phenomenon) 5. Inferential – (3) / 4 Use prictorial lests to determine content / (Look at visual and determine the natural phenomenon) 5. Inferential – (3) / 4 Use prictorial lests to determine content / (Look at visual and determine the natural phenomenon) 5. Inferential – (3) / 4 Use in the strategies to resist maening / (Fill in the mining banks in the table using information from the tot another situation) 5. Comprehension – (1-2) / 4 Making inferences by drawing on the mining banks in the table using information from the tot another animal?) 5. Inferential – (3) / 4 Use text features to externme content and obtain information / (White is usual vesigital of the strategies to resist maening / (Fill in the mining banks in the table using information from the text) 5. Inferential – (3) / 4 Use text features to externme content and obtain information / (White is usual vesigital) 5. Inferential – (3) / 4 Use text features to externme content and obtain information / (White is usual vesigital) 5. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret.) 5. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and		88.9	92.4	92.2
5. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning (Read for meaning (Retireve information from the lext) 6. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning (What makes one of the animals different from the other?) 7. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning (Whith makes one of the animals different from the other?) 8. Inferential—(1-2) / 4 Make connections between texts (within word best describes relationship between the two animals?) 8. Inferential—(3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 8. Inferential—(3) / 4 Make connections between texts (within word best describes relationship between the two animals?) 8. Inferential—(3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 8. Inferential—(3) / 4 Use pictorial texts to determine content and other own expeniences and knowledge (How is your eyesight different than another animal?) 8. Inferential—(3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the text using information from the text) 8. Inferential—(3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the text using information from the text) 8. Inferential—(3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the text using information from the text) 8. Inferential—(3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the text using information from the text) 8. Inferential—(3) / 4 Use variety used to determine content and obtain information / (Identity a feature of text and explain its purpose in the text) 8. Inferential—(3) / 4 Use variety of strategies to create meaning / (Feetineve information from the text) 8. Inferential—(3) / 4 Use variety of strategies to create meaning / (Feetineve information from the text) 8. Inferential—(3) / 4 Use a variety of strategies to cre			_	
6. Comprehension — (-3) / 4 Use features of text to obtain information / (Refer to the Glossary) 7. Comprehension — (-12) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?) 8. Inferential — (3) / 4 Use particular lext so determine content / (Look at visual and determine the natural phenomenon) 9. Inferential — (3) / 4 Use particular lext so determine content / (Look at visual and determine the natural phenomenon) 9. Inferential — (3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from text to another situation) 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.) 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.) 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.) 1. Comprehension—(2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) 2. Inferential—(3) / 4 Uses a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) 2. Inferential—(3) / 4 Uses a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) 2. Report of the control				
7. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?) 8. Inferential – (13) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 10. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 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. Constructed Response 11. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the stable using information from the lext). 21. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the stable using information from the lext). 22. 46. 8 23. 47. 0 43. 47. 0 43. 47. 0 44. Inferential – (3) / 4 the stat flex of the state of t				
8. Inferential — (1-2) / 4. Make connections between texts / (Which word best describes relationship between the two animals?) 9. Inferential — (3) / 4. Use pictorial lexts to determine content / (Look at visual and determine the natural phenomenon) 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) 6. So. So. So. So. So. So. So. So. So. So				
9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 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) 11. Inferential – (3) / 4 Use a variety of strategies to create meaning / (Fili in the missing blanks in the table using information from the text.) 11. Inferential – (3) / 4 Use lext features to determine content and obtain information presentes and incompletely (Filor visual parts of text and explain its purpose in the text.) 22. 46.8 52.8 3. Inferential – (3) / 4 Use features to determine content and obtain information presented in text using a personal knowledge base as a fame of reference / (Interential – (3) / 6 Express and explain information presented in text using a personal knowledge base as a fame of reference / (Interential – (3) / 6 Express and explain information presented in text using a personal knowledge base as a fame of reference / (Interential – (3) / 6 Express and explain information presented in text using a personal knowledge base as a fame of reference / (Interential – (3) / 6 Express and explain information in				
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.) 2. Inferential — (3) / 4 Making inferences by drawing on their own experiences and knowledge / (How is your eyesgift different than another animal?) 3. Inferential — (3) / 4 Use text features to determine content and obtain information / (Identity) a feature of text and explain its purpose in the text.) 4. Inferential — (3) / 4 Use feature information presented in text using a personal knowledge of the asia from of reference / (Inferential — (3) / 6 Use feature of text and explain its purpose in the text.) 5. Response to text — (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesgift of an animal.) 6. Inferential — (3) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret.) 7. Inferential — (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret.) 1. Inferential — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 1. Inferential — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 1. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning (Retrieve information from the text.) 1. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning (Retrieve information from the text.) 1. Inferential — (1-2) / 4 Use a variety of strategies to create meaning (Retrieve information from the text.) 1. Inferential — (1-2) / 4 Use a variety of strategies to create meaning (Retrieve information from the text.) 1. Inferential — (1-2) / 4 Use a variety of strategies to create meaning (Retrieve information from the text.) 1. Inferential — (1-2) / 4 Use a variety of strategies to create meaning (Retrieve information from the text				
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.) 2. Inferential—(3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.) 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.) 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.) 3. Response to text—(3) / 6 Make personal connection to text and describe / (Describe pour lie with the eyesight of an animal.) 5. Response to text—(3) / 6 Make personal connection to text and describe / (Describe pour lie with the eyesight of an animal.) 5. Inferential—(1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret.) 5. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retireve information from the text.) 5. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retireve information from the text.) 5. Comprehension—(1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret.) 5. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retireve information from the text.) 5. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retireve information from the text.) 6. 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.) 6. 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.) 7. Response to text—(3) / 6 Make per	interestinal (b) 1 to be protestal texte to determine something the natural promotionary			
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.) 2. Inferential—(3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyespift different than another animal?) 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.) 4. Inferential—(3) / 7 Question information presented in text using a personal knowledge base as a frame or freefence / (Identify, a feature of text and explain its purpose in the text.) 5. Response to text—(3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential—(3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) 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) 12. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retireve information from the text.) 13. Inferential—(1-12) / 4 Identify character traits from contextual clues / (Uhry main character's actions.) 14. Inferential—(1-12) / 4 Identify character traits from contextual clues / (Why main character's sections.) 15. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retireve information from the text.) 16. Inferential—(1-12) / 4 Identify character traits from contextual clues / (Why main character was never in this story?) 17. Inferential—(1-12) / 4 Identify character was reported in the basis of what makes sense / (What would have inference) / (How the main character revealed his secret.) 17. Inferential—(1-12) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How the main character) 17. Inferential—(1-12) /	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
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.) 2. Inferential—(3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyespift different than another animal?) 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.) 4. Inferential—(3) / 7 Question information presented in text using a personal knowledge base as a frame or freefence / (Identify, a feature of text and explain its purpose in the text.) 5. Response to text—(3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential—(3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) 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) 12. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retireve information from the text.) 13. Inferential—(1-12) / 4 Identify character traits from contextual clues / (Uhry main character's actions.) 14. Inferential—(1-12) / 4 Identify character traits from contextual clues / (Why main character's sections.) 15. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retireve information from the text.) 16. Inferential—(1-12) / 4 Identify character traits from contextual clues / (Why main character was never in this story?) 17. Inferential—(1-12) / 4 Identify character was reported in the basis of what makes sense / (What would have inference) / (How the main character revealed his secret.) 17. Inferential—(1-12) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How the main character) 17. Inferential—(1-12) /	Constructed Response			
2. Inferential — (3) / 4 Make connections between what they read and their own experiences and knowledge / (flow is your eyesight different than another animal?) 3. Inferential — (3) / 7 Question information presented in text using a personal knowledge base as a farme of reference / (Identify a feature of text and explain its purpose in the text.) 5. Response to text — (3) / 6 Make personal connection to text and describe / (Poescribe your life with the eyesight of an animal.) 5. Response to text — (3) / 6 Make personal connection to text and describe / (Poescribe your life with the eyesight of an animal.) 5. Responses to text — (3) / 6 Make personal connection to text and describe / (Poescribe your life with the eyesight of an animal.) 5. Responses to text — (3) / 6 Make personal connection to text and describe / (Poescribe your life with the eyesight of an animal.) 5. Responses to text — (3) / 6 Make personal connection and the eyesight.) Fiction Selected Responses: (Grade Levell) / 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) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 13. Inferential — (1-2) / 4 Usentify character traits from contextual clues / (Why main character was nervous.) 14. Inferential — (1-2) / 4 Usentify character traits from contextual clues / (What would happen if you were in this story?) 15. Comprehension — (1-2) / 4 Usentify character traits from contextual clues / (What would happen if you were in this story?) 16. 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.) 17. Inferential — (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How third inferences by claving on the author's implied clues and their own experie		11.1	43.0	47.0
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	7. Interential — (3) / 4 Making predictions and interences by drawing on the author's implied clues / (Extend beyond the story (benaviour of main character.))	77.8	59.2	57.6



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

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

School #: 050 Basque Memorial, Red Bay Grades: 1-2,4,7-8,10-1.	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=1]	[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) 2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 3. Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon) 4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour) 5. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary) 7. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?) 8. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) 9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 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)	School data with 5 or fewer students withheld for reasons of confidentiality.	95.6 92.4 94.4 88.1 84.7 84.5 54.9 84.8 96.9 51.7	94.6 92.2 94.8 87.4 82.8 84.0 55.2 84.5 95.5 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.) 2. Inferential — (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.) 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.) 5. Response to text — (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		43.0 76.9 46.8 83.4 33.6 50.3	47.0 76.9 52.6 84.1 36.8 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) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		95.6 93.5 96.1 81.9 87.3 82.9 73.2 78.9 77.7 88.4	96.0 93.4 95.7 78.9 87.2 85.0 74.5 79.7 75.0 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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		85.3 59.9 56.8 54.1 72.2 40.0 59.2	85.9 60.4 56.9 57.6 73.8 43.2 57.6

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

Grades: K,2-12

St. Lewis Academy, St. Lewis School #: 054

School #: 054 St. Lewis Academy, St. Lewis Grades: K,2-12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=1]	[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)	School data	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)	with 5 or fewer	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)	students	94.4	94.8
4. Inferential – (1-2) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	withheld for	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)	reasons of	84.7	82.8
6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	confidentiality.	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
		01.7	47.5
Constructed Response		43.0	47.0
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.) 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.)			95.7
14. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)		96.1 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.))		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?)			
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 73.2	85.0 74.5
18. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)		73.2 78.9	74.5
19. Inferential – (1) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.)		76.9 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?)		88.4	88.6
		00.4	00.0
Constructed Response 1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)			
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe now you are similar to main character.)		85.3 59.9	85.9 60.4
3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)		59.9 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

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

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

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) 2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 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	95.6 92.4 94.4 88.1 84.7 84.5	94.6 92.2 94.8 87.4
1. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 3. Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon) 100.0 100.0 84.6	92.4 94.4 88.1 84.7	92.2 94.8 87.4
2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 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	92.4 94.4 88.1 84.7	92.2 94.8 87.4
2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 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 88.1 84.7	94.8 87.4
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	88.1 84.7	87.4
	84.7	
4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)		000
5 Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 84.6	84.5	82.8
6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary) 69.2		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) 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.)	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.)) 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



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

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

School #: 060 Ecole 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)			
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			
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 52.0
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)			
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			
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.) 7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	15.4	40.0	43.2
1. Interestinal — (9) 1 + Making predictions and interestices by drawing on the author's implied Glass / (Extend beyond the story (behaviour of main Glaracter.))	46.2	59.2	57.6



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

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

Item Cognitive Level - Outcome (item parameter) [N=5]		[N=689]	[N=4,129]
New Firstern Collected Bernards (Condellers N. Contenue No. / Outcome / (New your set of			
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)	.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)	.0	92.4	92.2
	.2	94.4	94.8
	.2	88.1	87.4
	.5	84.7	82.8
	.5	84.5	84.0
	.0	54.9	55.2
	.8	84.8	84.5
17/	.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)	.9	51.7	47.3
Constructed Response			
	.2	43.0	47.0
	.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.)	.6	46.8	52.6
· · · · · · · · · · · · · · · · · · ·	.9	83.4	84.1
e. Neeponde to take 10/7 o make personal connection to text and accombe your me with the cycling of an animality	.5 .9	33.6 50.3	36.8 52.0
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	.9	30.3	32.0
Fiction Solosted Beanance: (Crade Level) / Outcome No. / Outcome / (Item parameter)			
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		05.0	00.0
	.0	95.6	96.0
	.0	93.5	93.4
	.0 .0	96.1 81.9	95.7 78.9
	.0	87.3	87.2
the state of the s	.0	82.9	
	.0	62.9 73.2	85.0 74.5
	.0	78.9	79.7
	.0	77.7	75.0
	.0	88.4	88.6
Constructed Response			
A December to the total (O) (O Males associated to the dead december (December to the december)	.0	85.3	85.9
' <u>\</u>	.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?)	.0	56.8	56.9
	.0	54.1	57.6
	.0	72.2	73.8
	.0	40.0	43.2
1. Interential – (3) / 4 Making predictions and interences by drawing on the author's implied claes / (Extend beyond the story (behaviour or main character.))	.0	59.2	57.6

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

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

School #: 066 J.J. Curling Elementary, Corner Brook Grades: K-6	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=53]	[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)	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	542	42.0	47.0
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 71.7	43.0 76.9	47.0 76.9
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	60.9	56.8	56.9
4. Comprehension – (1-2)/4 Ose a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?)	69.6	54.1	57.6
6. Inferential – (1-2) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	82.6	72.2	73.8
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	41.3 52.2	40.0 59.2	43.2 57.6
	1 52.2	1 39.2	J 07.0



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

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

School #: 069 Sacred Heart Elementary, Corner Brook Grades: K-6	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=24]	[N=689]	[N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			T
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			
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 81.0	46.8 83.4	52.6 84.1
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.) 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)			
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?) Constructed Response	95.2	88.4	88.6
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.) 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	40.0	43.2
1. Interential — (3) / 4 Making predictions and interences by drawing on the additions iniphied clues / (Extend beyond the story (behaviour of main character.))	66.7	59.2	57.6



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

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

School #: 070 St. Gerard's Elementary, Corner Brook Grades: K-6	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=14]	[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)	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 0.0	83.4 33.6	84.1 36.8
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	30.8	50.3	52.0
0. Interential = (3) / 0 Express and explain opinion / (which animal has the most unusual eyesight.)	33.0	00.0	02.0
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.)	24.5	05.0	05.0
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character.)	81.8 81.8	85.3 59.9	85.9 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

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

NLESD - Western Region

School #: 075 Ha	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)			
	on – (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
	on – (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-	(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
	3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	66.7	88.1	87.4
	on – (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
	on – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	66.7	84.5	84.0
	on – (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
	1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	66.7	84.8	84.5
	3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	100.0	96.9	95.5
10. Interential – (3)	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
2. Inferential – (3) / 4	– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	33.3 83.3	43.0 76.9	47.0 76.9
	/ 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.) / 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.)	16.7 33.3	46.8 83.4	52.6 84.1
	t – (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 Express and explain opinion / (Which animal has the most unusual eyesight.)	50.0	50.3	52.0
 Inferential – (1-2) Comprehension Inferential – (1-2) Inferential – (1-2) Comprehension Inferential – (3) / Inferential – (1-2) Inferential – (3) / Inferential – (1-2) Inferential – (1-2) Inferential – (1-2) 	lected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret) 1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 1-2) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How the main character revealed his secret.) 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.) 1-2) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	100.0 100.0 100.0 66.7 66.7 33.3 66.7 100.0 100.0	95.6 93.5 96.1 81.9 87.3 82.9 73.2 78.9 77.7 88.4	96.0 93.4 95.7 78.9 87.2 85.0 74.5 79.7 75.0 88.6
2. Response to text – 3. Inferential– (3) / 4 I 4. Comprehension – 5. Inferential – (1-2) / 6. Inferential – (3) / 4	t – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) t – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) t – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?) 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	83.3 66.7 66.7 66.7 100.0 66.7 100.0	85.3 59.9 56.8 54.1 72.2 40.0 59.2	85.9 60.4 56.9 57.6 73.8 43.2 57.6



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

School #: 079 St. James All Grade, Lark Harbour Grades: K-12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=7]	[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)	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.)	71.4 100.0	83.4 33.6	84.1 36.8
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	64.3	50.3	52.0
6. Interential - (3) / 6 Express and explain opinion / (which animal has the most unusual eyesight.)	01.0	00.0	02.0
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.) 15. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	57.1	81.9	78.9
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	87.3	87.2
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 71.4	82.9 73.2	85.0 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	100.0	72.2	73.8
6. Interential – (3) / 4 Making predictions and interences by drawing on the author's implied clues / (The importance of the minor character.) 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	40.0	43.2
1. Interestinal 19/7 - Interior greatesters and interested by drawing on the dather of interior beyond the delay (bondation of main endeded)	85.7	59.2	57.6



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

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

Grades: K 12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=26]	[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)	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 50.0	33.6 50.3	36.8 52.0
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	30.0	30.3	02.0
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) 3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	36.4	59.9	60.4
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	59.1 36.4	56.8 54.1	56.9 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

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

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

School #. 002 Fasadena Elementary School, Fasadena Grades. N-0	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=36]	[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)	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) / À 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 46.9	83.4 33.6	84.1 36.8
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	53.1	50.3	52.0
Firsting Outstand Boom areas (Oracle Leavel) (Outstand No. (Outstand (Many areas))			
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.) 15. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	87.5	81.9	78.9
16. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	90.6	87.3	87.2
17. Inferential – (3) / 4 Construct meaning, predict on the basis of what makes sense / (what would happen if you were in this story:) 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.)	96.9 84.4	82.9 73.2	85.0 74.5
18. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	100.0	73.2 78.9	74.5
19. Inferential – (3) / 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	33.0	00.4	00.0
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



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

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

School #: 086 Gros Morne Academy, Rocky Harbour Grades: K-12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=15]	[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)	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. Comprehensión – (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.) 2. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.) 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.) 5. Response to text— (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential— (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	71.4 82.1 46.4 85.7 50.0 57.1	43.0 76.9 46.8 83.4 33.6 50.3	47.0 76.9 52.6 84.1 36.8 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)	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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 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 92.9 57.1 35.7 64.3 28.6 28.6	85.3 59.9 56.8 54.1 72.2 40.0 59.2	85.9 60.4 56.9 57.6 73.8 43.2 57.6

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

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

School #: 088 Main River Academy, Pollard's Point 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) 1. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 3. Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon) 4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour) 5. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary) 7. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?) 8. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) 9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 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)	School data with 5 or fewer students withheld for reasons of confidentiality.	95.6 92.4 94.4 88.1 84.7 84.5 54.9 84.8 96.9 51.7	94.6 92.2 94.8 87.4 82.8 84.0 55.2 84.5 95.5 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.) 2. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.) 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.) 5. Response to text— (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential— (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		43.0 76.9 46.8 83.4 33.6 50.3	47.0 76.9 52.6 84.1 36.8 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) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		95.6 93.5 96.1 81.9 87.3 82.9 73.2 78.9 77.7 88.4	96.0 93.4 95.7 78.9 87.2 85.0 74.5 79.7 75.0 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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		85.3 59.9 56.8 54.1 72.2 40.0 59.2	85.9 60.4 56.9 57.6 73.8 43.2 57.6

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

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

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) 1. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 3. Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon) 4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour) 5. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary) 7. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?) 8. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) 9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	School data with 5 or fewer students withheld for reasons of confidentiality.	95.6 92.4 94.4 88.1 84.7 84.5 54.9 84.8 96.9 51.7	94.6 92.2 94.8 87.4 82.8 84.0 55.2 84.5 95.5 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.) 2. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.) 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.) 5. Response to text— (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential— (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		43.0 76.9 46.8 83.4 33.6 50.3	47.0 76.9 52.6 84.1 36.8 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) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 17. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		95.6 93.5 96.1 81.9 87.3 82.9 73.2 78.9 77.7 88.4	96.0 93.4 95.7 78.9 87.2 85.0 74.5 79.7 75.0 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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		85.3 59.9 56.8 54.1 72.2 40.0 59.2	85.9 60.4 56.9 57.6 73.8 43.2 57.6



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

School #: 091 Burgeo Academy, Burgeo Grades: K-12 Region **Province** School Cognitive Level - Outcome (item parameter) [N=689] [N=4,129] [N=4] Item Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) School data Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 95.6 94.6 with 5 or fewer Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 92.4 92.2 students 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 withheld for 88.1 87.4 Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour) reasons of Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 84.7 82.8 confidentiality 84.5 Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary) 84.0 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 Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) 84.8 84.5 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 43.0 47.0 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 76.9 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 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 83.4 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.) 84.1 33.6 36.8 5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 50.3 52.0 6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) 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.))

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59.2

57.6



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

School #: 092 Grandy's River Collegiate, Burnt Islands Grades: K-12 Region **Province School** Cognitive Level - Outcome (item parameter) [N=3] [N=689] [N=4,129] Item Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) School data Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 95.6 94.6 with 5 or fewer Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 92.4 92.2 students 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 withheld for 88.1 87.4 Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour) reasons of Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 84.7 82.8 confidentiality 84.5 Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary) 84.0 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 Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) 84.8 84.5 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 43.0 47.0 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 76.9 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 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 83.4 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.) 84.1 33.6 36.8 5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 50.3 52.0 6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) 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

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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



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

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

School #: 096 Our Lady of the Cape School, Cape St. George Grades: K-8	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) 1. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 3. Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon) 4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour) 5. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary) 7. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?) 8. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) 9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 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)	School data with 5 or fewer students withheld for reasons of confidentiality.	95.6 92.4 94.4 88.1 84.7 84.5 54.9 84.8 96.9 51.7	94.6 92.2 94.8 87.4 82.8 84.0 55.2 84.5 95.5 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.) 2. Inferential — (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.) 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.) 5. Response to text — (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		43.0 76.9 46.8 83.4 33.6 50.3	47.0 76.9 52.6 84.1 36.8 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) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		95.6 93.5 96.1 81.9 87.3 82.9 73.2 78.9 77.7 88.4	96.0 93.4 95.7 78.9 87.2 85.0 74.5 79.7 75.0 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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		85.3 59.9 56.8 54.1 72.2 40.0 59.2	85.9 60.4 56.9 57.6 73.8 43.2 57.6



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

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

School #: 097 St. James Elementary, Channel-Port Aux Basques Grades: K-6	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=40]	[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)	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. Comprehensión – (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?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	82.9	56.8	56.9
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?)	37.1	54.1	57.6
6. Inferential – (1-2) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	74.3	72.2 40.0	73.8 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 82.9	40.0 59.2	43.2 57.6
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(Outcome Analysis: % of students who selected correct response)

Grades: K,2-4,10-12

All Saints All-Grade, Grey River School #: 102

Oction #. 102 7th Octino 7th Orace, Orey Mivel	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=1]	[N=689]	[N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			T
1. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	School data	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)	with 5 or fewer	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)	students	94.4	94.8
4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	withheld for	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)	reasons of	84.7	82.8
6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	confidentiality.	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.) 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.)		46.8 83.4	52.6 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.) 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.)		78.9	79.7
20. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied cides and their own experience / (How did mends react to the revealed secret.) 20. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		77.7 88.4	75.0 88.6
		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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)		85.3 59.9	85.9 60.4
3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)		59.9 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

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

Grades: K-9

LeGallais Memorial, Isle aux Morts School #: 103

Scribbi #. 103 Legaliais Memoriai, isle aux Morts Grades. N-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)	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			
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 50.0	33.6 50.3	36.8 52.0
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)	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			
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?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	50.0	56.8	56.9
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	54.1	57.6
6. Inferential – (1-2) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	16.7 50.0	72.2 40.0	73.8 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	40.0 59.2	57.6
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(Outcome Analysis: % of students who selected correct response)

Grades: K-8

Lourdes Elementary, Lourdes School #: 106

School #. 100 Lourdes Elementary, Lourdes Grades. N-0	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)			
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			
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 42.1	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)			
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			
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?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	15.8	56.8	56.9
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?)	26.3	54.1	57.6
6. Inferential – (1-2) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	42.1	72.2 40.0	73.8
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied class? (The importance of the finite character.)	15.8 31.6	40.0 59.2	43.2 57.6
(4) (5) (7) (7) (7) (7) (7) (7) (7) (7) (7) (7	J 31.0	39.2	0.10



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

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

School #: 111 St. Thomas Aquinas, Port au Port East Grades: K-8	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=8]	[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)	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 33.6	84.1 36.8
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	14.3 57.1	50.3	52.0
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	07.1	30.3	02.0
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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	92.9	85.3	85.9
3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	42.9 57.1	59.9 56.8	60.4 56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	57.1 57.1	56.8 54.1	56.9
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
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(Outcome Analysis: % of students who selected correct response)

Grades: 1-12

School #: 113 St. Boniface All Grade, Ramea

Region **Province School** Cognitive Level - Outcome (item parameter) [N=1] [N=689] [N=4,129] Item Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) School data Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 95.6 94.6 with 5 or fewer Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 92.4 92.2 students 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 withheld for 88.1 87.4 Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour) reasons of Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 84.7 82.8 confidentiality 84.5 Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary) 84.0 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 Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) 84.8 84.5 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 43.0 47.0 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 76.9 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 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 83.4 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.) 84.1 33.6 36.8 5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 50.3 52.0 6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) 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



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

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

School #: 115 Our Lady of Mercy Elementary, St. George's 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)			
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 50.0	33.6 50.3	36.8 52.0
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	50.0	50.5	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	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.)) 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?)	57.9	54.1	57.6
6. Inferential – (1-2) / 4 Making predictions and inferences by drawing on the author's implied clues // (The importance of the minor character.)	52.6	72.2	73.8
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	36.8 78.9	40.0 59.2	43.2 57.6
(-), (-), (-), (-), (-), (-), (-), (-),	Į /8.9	J 59.2	0.10



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

NLESD - Western Region

School #: 120	Stephenville Primary, Stephenville Grades: K-3	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=69]	[N=689]	[N=4,129]
Non-Fic	tion Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	ension – (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
	ension – (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
 Inferentia 	/ – (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
	I – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	88.7	88.1	87.4
	ension – (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
	ension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	87.1	84.5	84.0
	ension – (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
	(1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	83.9	84.8	84.5
	(a) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	93.6	96.9	95.5
10. Inferentia	I – (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				
	sion– (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
	(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 52.6
	(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 80.6	46.8 83.4	84.1
	(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.) o 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
	(3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	45.2	50.3	52.0
	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	- (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
	nsion – (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
	- (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	96.8	96.1	95.7
	– (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) nsion – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	82.5	81.9	78.9
	– (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	90.5	87.3	87.2
	– (3) 7 4 Constitut meaning, predict on the basis of what makes sense? (What would happen if you were in this story?) – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	87.3 68.3	82.9 73.2	85.0 74.5
	- (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	79.4	78.9	79.7
	– (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
	- (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 F			00.1	30.0
	text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	86.1	85.3	85.9
	text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	65.6	59.9	60.4
	(3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	57.4	56.8	56.9
	sion – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) (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?)	44.3	54.1	57.6
	(1-2) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	70.5	72.2	73.8
	(3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	42.6 60.7	40.0 59.2	43.2 57.6
	C. C	1 00.7	J9.2	1 37.0



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

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

School #: 123 St. Michael's Elementary, Stephenville Crossing Grades: K-8	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=15]	[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)	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 50.0	33.6 50.3	36.8 52.0
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	30.0	30.3	32.0
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.)) 5. Information – (1-2) / 4. Make information by drawing on their own experiences and always in the toy! (Did the main character feet better at the and?)	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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	55.6	72.2	73.8
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	40.0	43.2
1. Interestinal 19/7 - Maining predictions and interestinated by drawing on the dather of implied blace / [Extend beyond the delay [bondshout of main endiables.]]	66.7	59.2	57.6



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

Grades: K-12

Long Range Academy, Cow Head School #: 388

School #: 388 Long Range Academy, Cow Head Grades: K-12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=12]	[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)	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.) 2. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.) 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.) 5. Response to text— (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential— (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	50.0 80.0 50.0 70.0 40.0 40.0	43.0 76.9 46.8 83.4 33.6 50.3	47.0 76.9 52.6 84.1 36.8 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	05.0	00.0
12. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.)	100.0	95.6 93.5	96.0 93.4
12. Comprehension – (1-2) / 4 Ose a variety of strategies to create meaning / (Read to meaning(Retrieve information from the text.) 13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	80.0		
13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	100.0 90.0	96.1 81.9	95.7 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	
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		87.2
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 90.0	82.9 73.2	85.0 74.5
18. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	70.0	73.2 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.)	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?)		88.4	
20. Interential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) Constructed Response	90.0	88.4	88.6
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.)) 5. Information – (1-2) / 4. Make information on their gum superiors and always in the tout / (Did the main character feet better at the and?)	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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	90.0	72.2	73.8
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	40.0	43.2
1. Interesting predictions and interesting of the dather of implied dates. (External popularies)	80.0	59.2	57.6

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

Elwood Elementary, Deer Lake Grades: K-5 School #: 389

School #. 309 Elwood Elementary, Deer Lake Grades. N-3	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)			
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			
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)			
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			
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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	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.) 7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	45.3	40.0	43.2
1. Indictinui – (6)7 4 making predictions and inteleffices by drawing on the author's implied dues 7 (Extend beyond the story (behaviour of main character.))	67.9	59.2	57.6



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

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) 1. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 3. Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon) 4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour) 5. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary) 7. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?) 8. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) 9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 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)	School data with 5 or fewer students withheld for reasons of confidentiality.	95.6 92.4 94.4 88.1 84.7 84.5 54.9 84.8 96.9 51.7	94.6 92.2 94.8 87.4 82.8 84.0 55.2 84.5 95.5 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.) 2. Inferential — (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.) 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.) 5. Response to text — (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential — (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		43.0 76.9 46.8 83.4 33.6 50.3	47.0 76.9 52.6 84.1 36.8 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) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		95.6 93.5 96.1 81.9 87.3 82.9 73.2 78.9 77.7 88.4	96.0 93.4 95.7 78.9 87.2 85.0 74.5 79.7 75.0 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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		85.3 59.9 56.8 54.1 72.2 40.0 59.2	85.9 60.4 56.9 57.6 73.8 43.2 57.6

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

Grades: K-12

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

School #: 394 E.A. Butler All Grade, McKay's 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) Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon) Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour) Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary) Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?) Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	School data with 5 or fewer students withheld for reasons of confidentiality.	95.6 92.4 94.4 88.1 84.7 84.5 54.9 84.8 96.9 51.7	94.6 92.2 94.8 87.4 82.8 84.0 55.2 84.5 95.5 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.) 2. Inferential — (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.) 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.) 5. Response to text — (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		43.0 76.9 46.8 83.4 33.6 50.3	47.0 76.9 52.6 84.1 36.8 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) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		95.6 93.5 96.1 81.9 87.3 82.9 73.2 78.9 77.7 88.4	96.0 93.4 95.7 78.9 87.2 85.0 74.5 79.7 75.0 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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		85.3 59.9 56.8 54.1 72.2 40.0 59.2	85.9 60.4 56.9 57.6 73.8 43.2 57.6



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

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

School #: 397 Belanger Memorial School, Opper Ferry Grades: K-12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=10]	[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)	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 50.0	33.6 50.3	36.8 52.0
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	30.0	30.3	32.0
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) 3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	33.3	59.9	60.4
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	66.7	56.8	56.9 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 55.6	54.1 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.)	22.2	72.2 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
	1 00.7	00.2	1 57.0



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

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

School #: 474 Cloud River Academy, Roddickton Grades: K-12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=8]	[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)	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 30.0	33.6 50.3	36.8 52.0
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	30.0	30.3	32.0
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) 3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	83.3	59.9	60.4
3. Interential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (1s suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	83.3	56.8	56.9
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 66.7	54.1 72.2	57.6 73.8
6. Inferential – (1-2) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	50.0	72.2 40.0	73.8 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	40.0 59.2	57.6
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(Outcome Analysis: % of students who selected correct response)

Grades: K-12

Viking Trail Academy, Plum Point School #: 475

Ochoon #. 470 Villing Hair Adducting, Fidin Form	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=11]	[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)	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 60.0	33.6 50.3	36.8 52.0
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	00.0	30.3	02.0
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) 3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	60.0	59.9	60.4
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	50.0	56.8 54.1	56.9 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 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

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

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

School #. 407 Labrador Straits Academy, L'Arise au Loup Grades. K-12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=10]	[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)	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 77.8	33.6 50.3	36.8 52.0
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	177.5	00.0	02.0
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.)	400.0	05.0	05.0
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character.)	100.0 77.8	85.3 59.9	85.9 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
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(Outcome Analysis: % of students who selected correct response)

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

School #: 488 French Shore Academy, Port Saunders Grades: K-12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=21]	[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)	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	
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	85.0 74.5
18. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	76.5	78.9	74.5 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 – (1-2) / 4 Making interestes by drawing on the author's implied claes and their own experience? (How did mends react to the revealed secret.)	88.2	88.4	88.6
Constructed Response	00.2	00.4	00.0
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	70.4	05.0	05.0
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	79.4 52.9	85.3 59.9	85.9 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



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

NLESD - Western Region

School #: 953	White Hills Academy, St. Anthony Grades: K-12	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=26]	[N=689]	[N=4,129]
Non-Ficti	tion Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Comprehe 	ension – (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
	ension – (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
 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
	– (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	100.0	88.1	87.4
	ension – (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
	ension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	100.0	84.5	84.0
	ension – (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
	– (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	95.8	84.8	84.5
	– (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 R	Response			
	sion– (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
	(3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	95.8 52.1	76.9	76.9
	(3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.) (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	46.8 83.4	52.6 84.1
	o 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
	(3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	58.3	50.3	52.0
	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	– (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
	nsion – (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
	- (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	95.8	96.1	95.7
	- (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	79.2	81.9	78.9
	nsion – (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
	- (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
	- (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
	- (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	91.7	78.9	79.7
	- (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. Interential – Constructed Re	– (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
	text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	93.8	85.3	85.9
	text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	93.6 54.2	59.9	60.4
	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. Comprehensi	sion – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	79.2	54.1	57.6
	(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
	(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. Interential – ((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



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

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

School #: 125 Copper Ridge Academy, Bale 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)			
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			
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 39.3	84.1 36.8
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	16.7 62.5	59.5 52.2	52.0
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	02.5	52.2	32.0
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	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			
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?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	58.3	60.2	56.9
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 62.5	57.1 79.3	57.6 73.8
6. Inferential – (1) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	29.2	79.3 46.5	73.8 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
	1 30.3	30.3	1 37.0



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

School #: 133	Memorial Academy, Botwood Grades: K-6	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=31]	[N=689]	[N=4,129]
Non-Fict	ion Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	ension – (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
	ension – (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
 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
	– (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	79.0	87.3	87.4
	nsion – (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
	nsion – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	73.7	81.9	84.0
	nsion – (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
	– (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	79.0	83.5	84.5
	- (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
2. Inferential – 3. Inferential – 4. Inferential – 5. Response to	Response sion— (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.) (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.) text — (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	42.1 76.3 34.2 78.9 36.8 44.7	49.0 77.8 59.2 84.2 39.3 52.2	47.0 76.9 52.6 84.1 36.8 52.0
 11. Inferential 12. Compreher 13. Inferential 14. Inferential 15. Compreher 16. Inferential 17. Inferential 18. Inferential 19. Inferential 	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) - (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret) - (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) - (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) - (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) - (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) - (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.) - (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) - (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.) - (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	94.4 88.9 94.4 72.2 72.2 77.8 61.1 72.2 61.1 88.9	93.5 93.3 94.5 74.1 84.7 86.6 71.6 78.1 72.1 90.0	96.0 93.4 95.7 78.9 87.2 85.0 74.5 79.7 75.0 88.6
2. Response to 3. Inferential— (. 4. Comprehens 5. Inferential— (6. Inferential— (text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) tion – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) tion – (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?) tion – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	97.2 77.8 66.7 44.4 83.3 33.3 55.6	86.7 66.6 60.2 57.1 79.3 46.5 58.5	85.9 60.4 56.9 57.6 73.8 43.2 57.6



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

NLESD - Central Region

School #: 142	Woodland Primary, Grand Falls-Windsor Grades: K-3	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=58]	[N=689]	[N=4,129]
Non-Ficti	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			T
	nsion – (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
	nsion – (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
	– (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
	- (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	82.2	87.3	87.4
Comprehe	nsion – (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
	nsion – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	82.2	81.9	84.0
	nsion – (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
	- (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	71.1	83.5	84.5
	- (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 R	esponse			
 Comprehens 	ion– (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
	(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) / 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 84.2	52.6 84.1
	'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.) text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	88.9 46.7	39.3	36.8
	3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	55.6	52.2	52.0
	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	- (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
	sion – (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
	(1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	95.4	94.5	95.7
	(1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	74.4	74.1	78.9
	sion – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	86.1	84.7	87.2
	(3) / 4 Construct meaning, predict on the basis of what makes sense / (what would happen if you were in this story?) (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)	81.4	86.6	85.0
	(1-2) / 4 Washing interences by drawing on the author's implied cides and their own experience/ (now the main character revealed his secret.) (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	65.1 81.4	71.6 78.1	74.5 79.7
	(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	70.1	75.0
	(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 Re		93.0	30.0	00.0
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
	text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	51.2	66.6	60.4
	t) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	37.2	60.2	56.9
	on – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?)	51.2	57.1	57.6
	1-2) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	72.1	79.3	73.8
	3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	30.2	46.5	43.2
	-,	32.6	58.5	57.6



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

3

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)			T
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			
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.)	94.2 100.0	59.2 84.2	52.6 84.1
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.) 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) 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 1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 5. Inferential – (1-2) / 4 Make inferences and inferences and clues in the text/ (Did the main character feel better at the end?)	98.1 88.5 96.2 69.2 100.0	86.7 66.6 60.2 57.1 79.3	85.9 60.4 56.9 57.6 73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 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	46.5	43.2
1. Interential – (5) / 4 Making predictions and interences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	92.3	58.5	57.6



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

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

School #: 150 St. Joseph's Elementary, Harbour Breton Grades: K-6	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=12]	[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)	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 50.0	77.8 59.2	76.9 52.6
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.) 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) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	91.7 100.0 83.3 91.7 91.7 91.7 58.3 75.0	93.5 93.3 94.5 74.1 84.7 86.6 71.6 78.1	96.0 93.4 95.7 78.9 87.2 85.0 74.5 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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?)	83.3 100.0 75.0 41.7 91.7	86.7 66.6 60.2 57.1 79.3	85.9 60.4 56.9 57.6 73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 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	46.5	43.2
1. Indicated — (5) 7 - Making productions and interestices by drawing off the author's implied dues / (Extend beyond the story (behaviour of main character.))	58.3	58.5	57.6

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NLESD - Central Region

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

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

Grades. R 12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=2]	[N=689]	[N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	School data		
1. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	with 5 or fewer	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)	students	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)	withheld for	95.3	94.8
4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	reasons of	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)	confidentiality.	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 94.4	84.5 95.5
9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 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)		94.4 45.4	95.5 47.3
10. Interential – (3) / 4 Making interences 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?) Constructed Response		90.0	88.6
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)		00.7	05.0
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)		86.7 66.6	85.9 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.))	1	58.5	57.6



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

Grades: K-12

School #: 152 Valmont Academy, King's Point

Grades. R. 102 Valinone Academy, Ring ST office	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)	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 66.7	84.2 39.3	84.1 36.8
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	50.0	52.2	52.0
6. Interential - (5) / 6 Express and explain opinion / (which animal has the most unusual eyesight.)	00.0	02.2	02.0
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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	91.7	86.7	85.9
3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	66.7 50.0	66.6 60.2	60.4 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



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

NLESD - Central Region

School #: 154	Hillside Elementary, La Scie Grades: K-6	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=12]	[N=689]	[N=4,129]
Non-Fiction	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Comprehen 	sion – (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
	sion – (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
	- (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
Comprehen	sion – (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
	sion – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	71.4	81.9	84.0
	sion – (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
	· (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	85.7	83.5	84.5
	· (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 Re	esponse			
	on– (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
	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) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	50.0 57.1	59.2	52.6
4. Interential – (3	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.) ext – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	28.6	84.2 39.3	84.1 36.8
	ext – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	50.0	52.2	52.0
	elected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	400.0	00.5	000
	(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
	sion – (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
	(1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	100.0	94.5	95.7 78.9
	ion – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	100.0	74.1	
	(3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	85.7	84.7	87.2
	(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	86.6	85.0
	(1-2) / 4 Making interested by drawing on the additions implied cides and their own experience, (110w the main character revealed his secret.) (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	100.0 57.1	71.6 78.1	74.5 79.7
	(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	70.1	75.0
	(1-2) / 4 Making interchees by drawing on the dathor's implied claes and their own experience? (How did mends react to the revealed secret.) (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 Res		00	00.0	
	ext – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	92.9	86.7	85.9
	ext – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	57.1	66.6	60.4
	/ 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	42.9	60.2	56.9
	n – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	28.6	57.1	57.6
	-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
) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	28.6	46.5	43.2
7. IIII e I e I III a I – (3)	77 - 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

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

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

School #: 155 Leading Tickles Primary, Leading Tickles Grades: K,2-3	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) 1. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 2. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 3. Inferential — (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon) 4. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour) 5. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 6. Comprehension — (3) / 4 Use features of text to obtain information / (Refer to the Glossary) 7. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?) 8. Inferential — (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) 9. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 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)	School data with 5 or fewer students withheld for reasons of confidentiality.	94.8 91.5 95.3 87.3 82.6 81.9 53.4 83.5 94.4 45.4	94.6 92.2 94.8 87.4 82.8 84.0 55.2 84.5 95.5 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.) 2. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.) 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.) 5. Response to text— (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential— (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		49.0 77.8 59.2 84.2 39.3 52.2	47.0 76.9 52.6 84.1 36.8 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) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		93.5 93.3 94.5 74.1 84.7 86.6 71.6 78.1 72.1 90.0	96.0 93.4 95.7 78.9 87.2 85.0 74.5 79.7 75.0 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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		86.7 66.6 60.2 57.1 79.3 46.5 58.5	85.9 60.4 56.9 57.6 73.8 43.2 57.6

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

Grades: K-12

MSB Regional Academy, Middle Arm School #: 158

Othor #. 100 Mob regional Additing, Middle Aim Olddes. It 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)			
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			
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) / À 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 66.7	84.2 39.3	84.1 36.8
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	50.0	52.2	52.0
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	00.0	02.2	02.0
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.))	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			
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) 3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	66.7	66.6	60.4
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	50.0 33.3	60.2 57.1	56.9 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



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

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

Grades: N 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)			
1. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	School data	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)	with 5 or fewer	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)	students withheld for	95.3	94.8
4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	reasons of	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)	confidentiality.	82.6	82.8
6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	connachtianty.	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 39.3	84.1 36.8
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)		52.2	52.0
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		02.2	02.0
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?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))		60.2 57.1	56.9 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 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.)		79.3 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.))	1	58.5	57.6



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

Grades: 1-5,7,9-12

St. Stephen's AG, Rencontre East School #: 165

October #: 100 Ot. Otephen 370, Renconite East Oraces. 1 9,7,5 12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=1]	[N=689]	[N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	Sahaal data		
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	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)	students	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)	withheld for	95.3	94.8
4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	reasons of	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)	confidentiality.	82.6	82.8
6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	community.	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 47.3
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		40.0	47.0
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 77.8	47.0 76.9
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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?) Constructed Response		90.0	88.6
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.) 7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		46.5	43.2
1. Interential — (3) / 4 Making predictions and interences by drawing on the author's intiplied clues / (Extend beyond the story (behaviour or main character.))		58.5	57.6

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

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

School #: 167 Green Bay South Academy, Robert's Arm Grades: K-6	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) 1. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 2. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 3. Inferential — (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon) 4. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour) 5. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 6. Comprehension — (3) / 4 Use features of text to obtain information / (Refer to the Glossary) 7. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?) 8. Inferential — (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) 9. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 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)	School data with 5 or fewer students withheld for reasons of confidentiality.	94.8 91.5 95.3 87.3 82.6 81.9 53.4 83.5 94.4 45.4	94.6 92.2 94.8 87.4 82.8 84.0 55.2 84.5 95.5 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.) 2. Inferential — (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.) 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.) 5. Response to text — (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential — (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		49.0 77.8 59.2 84.2 39.3 52.2	47.0 76.9 52.6 84.1 36.8 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) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		93.5 93.3 94.5 74.1 84.7 86.6 71.6 78.1 72.1 90.0	96.0 93.4 95.7 78.9 87.2 85.0 74.5 79.7 75.0 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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		86.7 66.6 60.2 57.1 79.3 46.5 58.5	85.9 60.4 56.9 57.6 73.8 43.2 57.6



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

NLESD - Central Region

School #: 172 Brian Peckford Primary, Triton Grades: K-3	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=15]	[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)	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 76.9	94.4 45.4	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 84.6	59.2 84.2	52.6 84.1
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.) 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) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 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 92.3 100.0 84.6 92.3 84.6	93.5 93.3 94.5 74.1 84.7 86.6	96.0 93.4 95.7 78.9 87.2 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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	96.2 69.2 53.8 69.2 76.9 38.5 84.6	86.7 66.6 60.2 57.1 79.3 46.5 58.5	85.9 60.4 56.9 57.6 73.8 43.2 57.6

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

Grades: K-4.7-10.12

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

Region **Province School** Cognitive Level - Outcome (item parameter) [N=1] [N=689] [N=4,129] Item Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) School data Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 94.8 94.6 with 5 or fewer Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 91.5 92.2 students 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 withheld for 87.3 87.4 Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour) reasons of 82.6 Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 82.8 confidentiality 81.9 Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary) 84.0 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 Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) 83.5 84.5 Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 94.4 95.5 45.4 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) 47.3 Constructed Response 49.0 47.0 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 76.9 2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 59.2 52.6 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.) 84.2 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.) 84.1 39.3 36.8 5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 52.2 52.0 6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) 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



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

NLESD - Central Region

School #: 177 Greenwood Academy, Campbellton Grades: K-9	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=9]	[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)	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. Comprehensión – (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 28.6	84.2 39.3	84.1 36.8
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	21.4	59.3 52.2	52.0
6. Interential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		02.2	02.0
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?) 6. Inferential – (2) / 4 Making prodictions and inferences by drawing on the cuttoria implied along / (The importance of the minor character)	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.) 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	46.5	43.2
r. Interential – (5) / + intaking predictions and interences by drawing on the adunor's implied dides / (Extend beyond the story (behaviour or main character.))	57.1	58.5	57.6

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

NLESD - Central Region

School #: 178	Phoenix Academy, Carmanville Grades: K-12	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=18]	[N=689]	[N=4,129]
Non-Fig	tion Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Compreh 	nension – (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
	nension – (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
 Inferentia 	al – (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
	al – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	87.5	87.3	87.4
	nension – (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
	nension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	87.5	81.9	84.0
	nension – (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
	al – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	68.8	83.5	84.5
	al – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	93.8	94.4	95.5
10. Inferentia	al – (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				
	nsion– (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
	- (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	90.6 71.9	77.8 59.2	76.9 52.6
	– (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.) – (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	59.2 84.2	84.1
	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
	- (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	56.3	52.2	52.0
	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	- (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
	ension – (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
	(1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	93.3	94.5	95.7
	l – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) ension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	80.0	74.1	78.9
	- (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	100.0	84.7	87.2
	- (3) / 4 Constituct meaning, predict on the basis of what makes sense / (What would happen if you were in this story!) - (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 86.7	86.6 71.6	85.0 74.5
	- (1-2) / 4 Making interences by drawing on the author's implied claes and their own experience. (Now the main character revealed his secret.) - (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	80.0	71.6 78.1	74.5
	(a) / 4 disc placental texts to determine content / (200K at visual and determine character's recinings.) I – (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	70.1 72.1	75.0
	(93.3	90.0	88.6
Constructed	Response			
	o text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	96.7	86.7	85.9
	o text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	80.0	66.6	60.4
	(3) / 4 make connections between what they read and their own experiences and knowledge / (is suggested the better?) sion – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	80.0	60.2 57.1	56.9 57.6
	- (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 93.3	57.1 79.3	73.8
	- (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	53.3	79.5 46.5	43.2
	- (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

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

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

School #: 179 Centreville Academy, Centreville-Wareham Grades: K-9	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=9]	[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)	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 58.3	39.3 52.2	36.8 52.0
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	30.3	32.2	32.0
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?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	42.9	60.2	56.9
4. Comprenension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?)	42.9	57.1	57.6
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	28.6 42.9	79.3 46.5	73.8 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	46.5 58.5	57.6
	1 42.9	1 30.3	0.10



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

Grades: K-1,3-7,9-11

A. R. Scammell Academy, Change Islands School #: 180

School #: 180 A. R. Scammell Academy, Change Islands Grades: K-1,3-7,9-11	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=1]	[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) 2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 3. Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural parameter) 4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour) 5. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary) 7. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?) 8. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) 9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 10. Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to an	reasons of confidentiality.	94.8 91.5 95.3 87.3 82.6 81.9 53.4 83.5 94.4 45.4	94.6 92.2 94.8 87.4 82.8 84.0 55.2 84.5 95.5 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.) 2. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another an 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.) 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 5. Response to text— (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential— (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	· ·	49.0 77.8 59.2 84.2 39.3 52.2	47.0 76.9 52.6 84.1 36.8 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 section 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 17. Inferential — (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character reveals.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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 Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	ealed his secret.) revealed secret.)	93.5 93.3 94.5 74.1 84.7 86.6 71.6 78.1 72.1 90.0	96.0 93.4 95.7 78.9 87.2 85.0 74.5 79.7 75.0 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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		86.7 66.6 60.2 57.1 79.3 46.5 58.5	85.9 60.4 56.9 57.6 73.8 43.2 57.6

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

School #: 182 Charlottetown Primary, Charlottetown, B.B. Grades: K-3	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=2]	[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) 2. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 3. Inferential — (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon) 4. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour) 5. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 6. Comprehension — (3) / 4 Use features of text to obtain information / (Refer to the Glossary) 7. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?) 8. Inferential — (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) 9. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 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)	School data with 5 or fewer students withheld for reasons of confidentiality.	94.8 91.5 95.3 87.3 82.6 81.9 53.4 83.5 94.4 45.4	94.6 92.2 94.8 87.4 82.8 84.0 55.2 84.5 95.5 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.) 2. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.) 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.) 5. Response to text— (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential— (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		49.0 77.8 59.2 84.2 39.3 52.2	47.0 76.9 52.6 84.1 36.8 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) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		93.5 93.3 94.5 74.1 84.7 86.6 71.6 78.1 72.1 90.0	96.0 93.4 95.7 78.9 87.2 85.0 74.5 79.7 75.0 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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		86.7 66.6 60.2 57.1 79.3 46.5 58.5	85.9 60.4 56.9 57.6 73.8 43.2 57.6

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

School #: 183 William Mercer Academy, Dover Grades: K-9	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=15]	[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)	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 27.3	84.2 39.3	84.1 36.8
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	40.9	52.2	52.0
C. Interential - (3) / C Express and explain opinion / (which animal has the most unusual eyesight.)			
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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	86.4	86.7 66.6	85.9
3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	63.6 36.4	60.2	60.4 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



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

NLESD - Central Region

School #: 186	Heritage Academy, Greenspond Grades: K,2-3 Cognitive Level - Outcome (<i>item parameter</i>)	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=2]	[N=689]	[N=4,129]
 Comprehe Inferential Inferential Comprehe Comprehe Comprehe Inferential Inferential 	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) ension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) ension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) — (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon) — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour) ension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) ension — (3) / 4 Use features of text to obtain information / (Refer to the Glossary) ension — (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?) — (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) — (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	School data with 5 or fewer students withheld for reasons of confidentiality.	94.8 91.5 95.3 87.3 82.6 81.9 53.4 83.5 94.4 45.4	94.6 92.2 94.8 87.4 82.8 84.0 55.2 84.5 95.5 47.3
2. Inferential — 3. Inferential — 4. Inferential — 5. Response to	Response sion— (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.) (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.) (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		49.0 77.8 59.2 84.2 39.3 52.2	47.0 76.9 52.6 84.1 36.8 52.0
 11. Inferential 12. Comprehen 13. Inferential 14. Inferential 15. Comprehen 16. Inferential 17. Inferential 18. Inferential 19. Inferential 	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) — (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret) — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) — (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.) — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) — (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.) — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		93.5 93.3 94.5 74.1 84.7 86.6 71.6 78.1 72.1 90.0	96.0 93.4 95.7 78.9 87.2 85.0 74.5 79.7 75.0 88.6
2. Response to 3. Inferential— (3 4. Comprehens 5. Inferential— (6. Inferential— (text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) ion – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) (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?) (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		86.7 66.6 60.2 57.1 79.3 46.5 58.5	85.9 60.4 56.9 57.6 73.8 43.2 57.6



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

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

School #: 188 Sandstone Academy, Ladie Cove Grades: K-o	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) 1. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 2. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 3. Inferential — (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon) 4. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour) 5. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 6. Comprehension — (3) / 4 Use features of text to obtain information / (Refer to the Glossary) 7. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?) 8. Inferential — (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) 9. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 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)	School data with 5 or fewer students withheld for reasons of confidentiality.	94.8 91.5 95.3 87.3 82.6 81.9 53.4 83.5 94.4 45.4	94.6 92.2 94.8 87.4 82.8 84.0 55.2 84.5 95.5 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.) 2. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.) 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.) 5. Response to text— (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential— (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		49.0 77.8 59.2 84.2 39.3 52.2	47.0 76.9 52.6 84.1 36.8 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) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		93.5 93.3 94.5 74.1 84.7 86.6 71.6 78.1 72.1 90.0	96.0 93.4 95.7 78.9 87.2 85.0 74.5 79.7 75.0 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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		86.7 66.6 60.2 57.1 79.3 46.5 58.5	85.9 60.4 56.9 57.6 73.8 43.2 57.6

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

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

School #: 189 Lewisporte Academy, Lewisporte Grades: K-6	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=52]	[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)	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 37.0	84.2 39.3	84.1 36.8
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	67.4	52.2	52.0
o. Interchaal - (5) / o Express and explain opinion / (which animal has the most unastal eyesight.)			
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?) Constructed Response	93.2	90.0	88.6
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	00.0	00.7	05.0
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	93.2 68.2	86.7 66.6	85.9 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



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

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-Fict	ion Selected Response: (Grade Level) / Out	come No. / Outcome / (Item parameter)			
	, ,	ning / (Read for meaning (Retrieve information from the text)	66.7	94.8	94.6
		ning / (Read for meaning (Retrieve information from the text)	83.3	91.5	92.2
 Inferential 	- (1-2) / 4 Making inferences by drawing on their own exp	eriences and clues in the text / (Recognizing an observed natural phenomenon)	83.3	95.3	94.8
	(3) / 4 Use pictorial texts to determine content / (Look at		66.7	87.3	87.4
		ing / (Read for meaning (Retrieve information from the text)	83.3	82.6	82.8
	nsion – (3) / 4 Use features of text to obtain information /		83.3	81.9	84.0
		ning / What makes one of the animals different from the other?)	16.7	53.4	55.2
	- (1-2) / 4 Make connections between texts / (Which wor		100.0	83.5	84.5 95.5
	- (3) / 4 Use pictorial texts to determine content / (Look at	iences and clues in the text / (Extend on information from text to another situation)	100.0 33.3	94.4 45.4	47.3
10. Interential	= (3) / 4 Making interestices by drawing on their own expen	erices and clues in the text / (Exterio on information from text to another situation)	33.3	45.4	47.3
Constructed F	osnonso				
	ion– (1-2) / 4 Use a variety of strategies to create meaning / (Fill I	n the missing blanks in the table using information from the text.)	83.3	49.0	47.0
		xperiences and knowledge / (How is your eyesight different than another animal?)	91.7	77.8	76.9
	(3) / 4 Use text features to determine content and obtain informati		50.0	59.2	52.6
		owledge base as a frame of reference / (Identify a feature of text and explain its purpose in the text.)	100.0 0.0	84.2 39.3	84.1 36.8
5. Response to	text – (3) / 6 Make personal connection to text and describe / (De 3) / 6 Express and explain opinion / (Which animal has the most t	iscribe your life with the eyesight of an animal.)	58.3	52.2	52.0
o. mereman - (of the Express and explain opinion (without allimatings the most t	musual cycsignt.			
Fiction	Selected Response: (Grade Level) / Outcome No	. / Outcome / (Item parameter)			
		pplied clues and their own experience / (Why character kept his secret)	83.3	93.5	96.0
		ng / (Read for meaning(Retrieve information from the text.)	100.0	93.3	93.4
	(1-2) / 4 Identify character traits from contextual clues / (l		83.3	94.5	95.7
	· (1-2) / 4 Identify character traits from contextual clues / (V		83.3	74.1	78.9
		ng / (Read for meaning(Retrieve information from the text.))	100.0	84.7	87.2
		akes sense / (What would happen if you were in this story?)	100.0	86.6	85.0
		plied clues and their own experience/ (How the main character revealed his secret.)	66.7	71.6	74.5
	(3) / 4 Use pictorial texts to determine content / (Look at)		50.0	78.1	79.7
		plied clues and their own experience / (How did friends react to the revealed secret.) akes sense / (What word best describes the striped zebra pattern?)	50.0	72.1	75.0
		akes sense / (vvnat word best describes the striped zebra pattern?)	100.0	90.0	88.6
Constructed R		locariba bayyyay ara similar ta main abaysatar \			
	text – (3) / 6 Make personal connections to text and describe / (E text – (3) / 6 Make personal connections to text and describe / (E		100.0 50.0	86.7 66.6	85.9 60.4
	R) / 4 Make connections between what they read and their own ex		50.0 66.7	60.2	56.9
4. Comprehens	on – (1-2) / 4 Use a variety of strategies to create meaning / (Oro	lering (sequencing) of events.))	83.3	57.1	57.6
5. Inferential – (1-2) / 4 Make inferences by drawing on their own experiences ar	d clues in the text/ (Did the main character feel better at the end?)	83.3	79.3	73.8
	3) / 4 Making predictions and inferences by drawing on the author		33.3	46.5	43.2
7. Interential – (3) / 4 Making predictions and interences by drawing on the author	's implied clues / (Extend beyond the story (behaviour of main character.))	33.3	58.5	57.6



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

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

School #: 194 Gill Memorial Academy, Musgrave Harbour Grades: K-12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=9]	[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)	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. Comprehensión – (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) 3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	75.0	66.6	60.4
3. Interential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	50.0	60.2	56.9
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	57.1	57.6
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	50.0	79.3	73.8
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	25.0 37.5	46.5 58.5	43.2 57.6
	J 37.5	J 58.5	0.10

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

Grades: K-1,3-4,7-10,1

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

301001 #. 190 St. Gabriers AG, St. Diendarts Grades. N-1,3-4,7-10,1	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=1]	[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) 2. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 3. Inferential — (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon) 4. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour) 5. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 6. Comprehension — (3) / 4 Use features of text to obtain information / (Refer to the Glossary) 7. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?) 8. Inferential — (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) 9. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 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)	School data with 5 or fewer students withheld for reasons of confidentiality.	94.8 91.5 95.3 87.3 82.6 81.9 53.4 83.5 94.4 45.4	94.6 92.2 94.8 87.4 82.8 84.0 55.2 84.5 95.5 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.) 2. Inferential — (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.) 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.) 5. Response to text — (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		49.0 77.8 59.2 84.2 39.3 52.2	47.0 76.9 52.6 84.1 36.8 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) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		93.5 93.3 94.5 74.1 84.7 86.6 71.6 78.1 72.1 90.0	96.0 93.4 95.7 78.9 87.2 85.0 74.5 79.7 75.0 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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		86.7 66.6 60.2 57.1 79.3 46.5 58.5	85.9 60.4 56.9 57.6 73.8 43.2 57.6

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

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

School #: 202 I willingate Island Elementary, I willingate Grades: K-6	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=23]	[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)	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.) 2. Inferential — (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.) 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.) 5. Response to text — (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	47.4 65.8 39.5 68.4 21.1 47.4	49.0 77.8 59.2 84.2 39.3 52.2	47.0 76.9 52.6 84.1 36.8 52.0
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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	87.5 60.0 45.0 55.0 90.0 65.0 55.0	86.7 66.6 60.2 57.1 79.3 46.5 58.5	85.9 60.4 56.9 57.6 73.8 43.2 57.6

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

NLESD - Central Region

School #: 204	Pearson Academy, Wesleyville Grades: K-12	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=17]	[N=689]	[N=4,129]
Non-Fict	tion Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Comprehe 	ension – (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
	ension – (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
	I – (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	I – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	86.7	87.3	87.4
Comprehe	ension – (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
	ension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	66.7	81.9	84.0
	ension – (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
	I – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	66.7	83.5	84.5
	I – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	93.3	94.4	95.5
10. Inferential	I – (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 I	Response			
	nsion– (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
	- (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) / 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
	- (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 20.0	84.2 39.3	84.1 36.8
	o text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	43.3	52.2	52.0
o. Imerential -	(3) / O Express and explain opinion / (which animal has the most unusual eyesight.)			
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. Comprehei	nsion – (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
	– (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	57.1	74.1	78.9
	ension – (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
	– (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
	– (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
	– (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	57.1	78.1	79.7
	– (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
	– (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 R				
	o text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) o text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	75.0	86.7	85.9
	(3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	35.7 35.7	66.6 60.2	60.4 56.9
	sion – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	50.0	57.1	50.9
	(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
	(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
	(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
		1 37.1	1 00.0	1 07.0



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

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

School #: 206 Riverwood Academy, Wing's Point Grades: K-12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=22]	[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)	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 10.0	84.2 39.3	84.1 36.8
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	30.0	59.3 52.2	52.0
o. Interchial - (5) / o Express and explain opinion / (which animal has the most anastal cycsight.)			
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) 3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	55.0	66.6	60.4
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	35.0	60.2	56.9
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?)	25.0	57.1	57.6
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	65.0 20.0	79.3 46.5	73.8 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	46.5 58.5	57.6
()	J 35.0	1 50.5	1 57.0



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

3

School #: 398	Avoca Collegiate, Badger	Grades: K-9	School	Region	Province
Item	Cognitive Level - Outcome (iten	parameter)	[N=10]	[N=689]	[N=4,129]
Non-Ficti	on Selected Response: (Grade Le	evel) / Outcome No. / Outcome / (Item parameter)			
 Comprehei 	•	reate meaning / (Read for meaning (Retrieve information from the text)	100.0	94.8	94.6
2. Comprehei	nsion – (1-2) / 4 Use a variety of strategies to c	reate meaning / (Read for meaning (Retrieve information from the text)	100.0	91.5	92.2
		eir own experiences and clues in the text / (Recognizing an observed natural phenomenon)	100.0	95.3	94.8
		t / (Look at visual and determine animal behaviour)	100.0	87.3	87.4
		reate meaning / (Read for meaning (Retrieve information from the text)	71.4	82.6	82.8
	nsion – (3) / 4 Use features of text to obtain in		100.0	81.9	84.0
		reate meaning / What makes one of the animals different from the other?) Which word best describes relationship between the two animals?)	57.1	53.4	55.2 84.5
		t / (Look at visual and determine the natural phenomenon)	100.0 100.0	83.5 94.4	95.5
		own experiences and clues in the text / (Extend on information from text to another situation)	71.4	45.4	47.3
10. IIIICICIIliai -	- (5) 7 4 Making intercrices by drawing on their	own experiences and clacs in the text? (Extend on information non-text to another situation)	/ 1.4	10.4	47.0
Constructed R		eaning / (Fill in the missing blanks in the table using information from the text.)	28.6	49.0	47.0
		d their own experiences and knowledge / (How is your eyesight different than another animal?)	92.9	77.8	76.9
		ain information / (Identify a feature of text and explain its purpose in the text.)	92.9	59.2	52.6
		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 c	escribe / (Describe your life with the eyesight of an animal.)	28.6 64.3	39.3 52.2	36.8 52.0
o. Interential - (3) / 6 Express and explain opinion / (Which animal h	as the most unusual eyesight.)	04.0	32.2	32.0
Fiction S	Selected Response: (Grade Level) / Ou	tcome No. / Outcome / (Item parameter)			
		author's implied clues and their own experience / (Why character kept his secret)	100.0	93.5	96.0
		eate meaning / (Read for meaning(Retrieve information from the text.)	100.0	93.3	93.4
		al clues / (Understanding main character's actions.)	100.0	94.5	95.7
	(1-2) / 4 Identify character traits from contextu		71.4	74.1	78.9
		eate meaning / (Read for meaning(Retrieve information from the text.))	100.0	84.7	87.2
		s of what makes sense / (What would happen if you were in this story?)	100.0	86.6	85.0
		author's implied clues and their own experience/ (How the main character revealed his secret.)	85.7	71.6	74.5
		/ (Look at visual and determine character's feelings.)	100.0	78.1	79.7
		author's implied clues and their own experience / (How did friends react to the revealed secret.)	57.1	72.1	75.0
		s of what makes sense / (What word best describes the striped zebra pattern?)	85.7	90.0	88.6
Constructed Re		describe //Describe how you are similar to main character.)			
		describe / (Describe how you are similar to main character.) describe / (Describe an experience similar to main character)	85.7 71.4	86.7 66.6	85.9 60.4
		their own experiences and knowledge / (Is suggested title better?)	85.7	60.2	56.9
4. Comprehensi	on – (1-2) / 4 Use a variety of strategies to create m	eaning / (Ordering (sequencing) of events.))	85.7	57.1	57.6
		periences and clues in the text/ (Did the main character feel better at the end?)	100.0	79.3	73.8
		on the author's implied clues / (The importance of the minor character.)	57.1	46.5	43.2
7. inтerentiai — (3	b) / 4 Making predictions and interences by drawing	on the author's implied clues / (Extend beyond the story (behaviour of main character.))	71.4	58.5	57.6



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

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

School #: 400 Helen Tulk Elementary, Bishop's Palls Grades: K-6	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=28]	[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)	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 60.5	39.3 52.2	36.8 52.0
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	00.5	52.2	02.0
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) 3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	70.0	66.6	60.4
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	95.0 35.0	60.2 57.1	56.9 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	79.5 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.))	70.0	58.5	57.6
			1 55

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

9

School #: 403 Lakeside Academy, Buchans

Grades: K-12

Grades: R 12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=2]	[N=689]	[N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	Sahaal data		
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	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)	students	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)	withheld for	95.3	94.8
4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	reasons of	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)	confidentiality.	82.6 81.9	82.8 84.0
6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary) 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
		40.4	17.5
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 52.2	36.8 52.0
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		02.2	02.0
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.) 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.)		78.1 72.1	79.7
20. Inferential – (1-2) / 4 Making inferences by drawing on the basis of what makes sense / (What word best describes the striped zebra pattern?)		90.0	75.0 88.6
		90.0	00.0
Constructed Response 1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)			
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe now you are similar to main character.)		86.7 66.6	85.9 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



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

School #: 406 Fitzgerald Academy, English Harbour West Grades: K-12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=17]	[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)	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?) 8. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	30.8 69.2	53.4 83.5	55.2 84.5
9. Inferential – (1-2) / 4 Wake connections between texts / (Which word best describes relationship between the two animals?)	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	40.2	45.4	47.5
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.) 5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	61.5 46.2	84.2 39.3	84.1 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)	04.0	00.5	
11. Inferential — (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	81.3 81.3	93.5 93.3	96.0 93.4
13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	81.3 81.3	93.3 94.5	93.4 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?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	53.3	60.2	56.9 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 73.3	57.1 79.3	57.6 73.8
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	73.3 33.3	79.5 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.))	60.0	58.5	57.6
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(Outcome Analysis: % of students who selected correct response)

NLESD - Central Region

School #: 407 Bay d'Espoir Academy, Milltown Grades: K-12 **Province** Region School [N=689] Cognitive Level - Outcome (item parameter) [N=14] [N=4,129] Item Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 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 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 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 69.2 87.3 87.4 Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour) 82.6 82.8 Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 84.6 92.3 Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary) 81.9 84.0 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 Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) 100.0 83.5 84.5 Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 100.0 94.4 95.5 69.2 45 4 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) 47.3 Constructed Response 53.8 49.0 47.0 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 76.9 61.5 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 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 59.2 100.0 84.2 84.1 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.) 39.3 36.8 30.8 5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 53.8 52.2 52.0 6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) 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.) 93.3 92.3 93.4 13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 94.5 95.7 100.0 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.)

7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))

46.5

58.5

46.2

61.5

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43.2

57.6



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

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

School #: 409 Indian River Academy, Springdale Grades: K-6	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=25]	[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)	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 45.0	39.3 52.2	36.8 52.0
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	71.0 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
	00.0	30.0	00.0
Constructed Response 1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	^ - -	00 -	05.0
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe now you are similar to main character.)	87.5 80.0	86.7 66.6	85.9 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
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(Outcome Analysis: % of students who selected correct response)

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

School #: 413 Holy Cross School Complex, Eastport 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) 1. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 3. Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon) 4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour) 5. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary) 7. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?) 8. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) 9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 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)	School data with 5 or fewer students withheld for reasons of confidentiality.	94.8 91.5 95.3 87.3 82.6 81.9 53.4 83.5 94.4 45.4	94.6 92.2 94.8 87.4 82.8 84.0 55.2 84.5 95.5 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.) 2. Inferential — (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.) 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.) 5. Response to text — (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential — (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		49.0 77.8 59.2 84.2 39.3 52.2	47.0 76.9 52.6 84.1 36.8 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) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		93.5 93.3 94.5 74.1 84.7 86.6 71.6 78.1 72.1 90.0	96.0 93.4 95.7 78.9 87.2 85.0 74.5 79.7 75.0 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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		86.7 66.6 60.2 57.1 79.3 46.5 58.5	85.9 60.4 56.9 57.6 73.8 43.2 57.6

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

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 47.8	39.3 52.2	36.8 52.0
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	47.0	32.2	32.0
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?) Constructed Response	90.5	90.0	88.6
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	100.0	96.7	85.9
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	90.5	86.7 66.6	60.4
3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	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



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

Grades: K-12

School #: 416 Smallwood Academy, Gambo

Grades. It 12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=16]	[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)	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 92.3	59.2 84.2	52.6 84.1
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.) 5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	92.3 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
o. Informaci (e), o Express and explain opinion / (which animal has the most unastati eyesight.)			
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.)			
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe now you are similar to main character.)	92.3 61.5	86.7 66.6	85.9 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



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

Grades: K-6

Gander Academy, Gander School #: 417

Grades: No	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=81]	[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)	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 44.3	84.2 39.3	84.1 36.8
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	52.1	52.2	52.0
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	02.1	02.2	02.0
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
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	89.0 70.6	86.7 66.6	85.9 60.4
3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	70.6 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



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

NLESD - Central Region

School #: 421	Lakewood Academy, Glenwood Grades: K-12	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=11]	[N=689]	[N=4,129]
Non-Fic	tion Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Compreh 	ension – (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
Compreh	ension – (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
	nl – (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
	nl – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	63.6	87.3	87.4
	ension – (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
	ension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	100.0	81.9	84.0
	ension – (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
	nl – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	81.8	83.5	84.5
	nl – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	100.0	94.4	95.5 47.3
10. Interentia	nl – (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				
	nsion— (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
	- (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	86.4 68.2	77.8 59.2	76.9 52.6
	- (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.) - (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
	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
	(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)			
	- (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
	ension – (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
	- (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	100.0	94.5	95.7
	- (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	63.6	74.1	78.9
	ension – (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
	- (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
	– (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
	- (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
	– (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 F				
	o text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) o text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	95.5	86.7	85.9
	(3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	54.5 63.6	66.6 60.2	60.4 56.9
	sion – (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

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

NLESD - Central Region

School #: 422 Glovertown Academy, Glovertown Grades: K-12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=16]	[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)	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. Comprehensión – (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			
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)			
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			
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	87.5	86.7	85.9
3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	75.0 75.0	66.6 60.2	60.4 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	79.5 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.))	58.3	58.5	57.6
			1



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

Grades: K-9

School #: 426 Hillview Academy, Norris Arm

School #. 420 Thilling Academy, Norths Arm Grades. N-9	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=7]	[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)	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.)	100.0 100.0	84.2 39.3	84.1 36.8
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	64.3	52.2	52.0
0. Interential = (3) / 0 Express and explain opinion / (which animal has the most unusual eyesight.)		52.2	02.0
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) 3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	100.0	66.6	60.4
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	100.0 57.1	60.2 57.1	56.9 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



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

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

School #: 478 New World Island Academy, Summerford Grades: K-12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=27]	[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)	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.) 2. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.) 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.) 5. Response to text— (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential— (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	40.0 86.0 32.0 88.0 20.0 62.0	49.0 77.8 59.2 84.2 39.3 52.2	47.0 76.9 52.6 84.1 36.8 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) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	92.0 96.0	93.5 93.3	96.0 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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	96.0 44.0 48.0 52.0 84.0 28.0	86.7 66.6 60.2 57.1 79.3 46.5	85.9 60.4 56.9 57.6 73.8 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
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(Outcome Analysis: % of students who selected correct response)

NLESD - Eastern Region

School #: 213	Lake Academy, Fortune Grades: K-7	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=26]	[N=2,494]	[N=4,129]
Non-Ficti	tion Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	ension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the te.	(t) 84.6	94.2	94.6
	ension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the te		92.4	92.2
	nl – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed		94.7	94.8
4. Inferential	nl – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	73.1	87.5	87.4
	ension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the te		82.1	82.8
	ension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	65.4	84.5	84.0
	ension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the ot		56.0	55.2
	al – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	80.8	84.9	84.5
	al – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	96.2	95.5	95.5
10. Inferential	$_{ m I}$ $_{ m C}$ $_{ m$	text to another situation) 19.2	46.7	47.3
Constructed R		400	40.0	47.0
	nsion- (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 another animal?) 75.0	46.9 76.6	47.0 76.9
	- (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than - (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	another animal?) 73.0	52.6	52.6
	- (3) / 4 Ose text reactives to determine content and obtain information / (identity a reactive of text and explain its purpose in the text.) - (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identify a feature of text		84.9	84.1
	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
	· (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	53.8	52.5	52.0
Fiction S	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	- (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character ke	ot his secret) 84.6	96.7	96.0
	ension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the tex		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
	- (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	76.9	80.3	78.9
	ension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text		88.2	87.2
	- (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
	- (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main char	· ·	76.4	74.5
	- (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	65.4	80.0	79.7
	- (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends re		75.5	75.0
	- (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 Ro				
	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
	o text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	80.8 50.0	59.1 56.2	60.4 56.9
	sion – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	42.3	59.1	50.9
	(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.)	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 c	naracter.)) 50.0	57.0	57.6
				-



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

NLESD - Eastern Region

St. Joseph's Academy, Lamaline School #: 218 Grades: K-12 **Province** Region **School** Cognitive Level - Outcome (item parameter) [N=2,494] [N=4,129] [N=4] Item Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) School data Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 94.2 94.6 with 5 or fewer Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 92.4 92.2 students 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 withheld for 87.5 87.4 Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour) reasons of Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 82.1 82.8 confidentiality 84.5 Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary) 84.0 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 Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) 84.9 84.5 Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 95.5 95.5 46.7 Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation) 47.3 Constructed Response 46.9 47.0 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.) 76.6 76.9 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 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 84.9 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.) 84.1 36.9 36.8 5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 52.5 52.0 6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) 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.) 0.08 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



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

NLESD - Eastern Region

School #: 220 Sacred Heart Academy, Marystown Grades: K-7	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=33]	[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)	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.) 2. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.) 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.) 5. Response to text— (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential— (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	55.6 90.7 46.3 88.9 14.8 64.8	46.9 76.6 52.6 84.9 36.9 52.5	47.0 76.9 52.6 84.1 36.8 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) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	96.3 88.9 100.0 85.2 85.2 81.5 66.7 70.4 70.4 92.6	96.7 93.7 96.0 80.3 88.2 85.4 76.4 80.0 75.5 88.8	96.0 93.4 95.7 78.9 87.2 85.0 74.5 79.7 75.0 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.)			
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	88.9 70.4	85.8 59.1	85.9 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



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

NLESD - Eastern Region

School #: 223 Christ the King School, Rushoon Grades: K-12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=2]	[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) 2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 3. Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon) 4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour) 5. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary) 7. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?)	School data with 5 or fewer students withheld for reasons of confidentiality.	94.2 92.4 94.7 87.5 82.1 84.5 56.0	94.6 92.2 94.8 87.4 82.8 84.0 55.2
 8. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) 9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 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) 		84.9 95.5 46.7	84.5 95.5 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.) 2. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.) 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.) 5. Response to text— (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential— (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		46.9 76.6 52.6 84.9 36.9 52.5	47.0 76.9 52.6 84.1 36.8 52.0
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 1. Inferential — (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		96.7 93.7 96.0 80.3 88.2 85.4 76.4 80.0 75.5 88.8	96.0 93.4 95.7 78.9 87.2 85.0 74.5 79.7 75.0 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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		85.8 59.1 56.2 59.1 73.1 43.2 57.0	85.9 60.4 56.9 57.6 73.8 43.2 57.6



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

NLESD - Eastern Region

School #: 224 Donald C. Jamieson Academy, Burin Bay Arm Grades: K-7	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=43]	[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)	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	40.0	40.0	47.0
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 77.1	46.9 76.6	47.0 76.9
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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)	400.0	00.7	00.0
12. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	100.0	96.7	96.0
13. Inferential – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	93.9	93.7	93.4
14. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	97.0 69.7	96.0 80.3	95.7 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?)			
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 72.7	85.4 76.4	85.0 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
	7 5.5	00.0	00.0
Constructed Response 1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	24.2		
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe now you are similar to main character.)	81.8 60.6	85.8 59.1	85.9 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
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NLESD - Eastern Region∎ (Outcome Analysis: % of students who selected correct response)

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

School #. 220 Fortune day Academy, St. Demard's - Jacques Fortaine Grades. N-12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=7]	[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)	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 71.4	36.9 52.5	36.8 52.0
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	/1.4	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.)) 5. Information – (1-2) / 4. Make informace by drawing on their own experiences and alway in the tout / (Did the main character feel better at the and?)	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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	83.3	73.1	73.8
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	43.2 57.0	43.2
	50.0	57.0	57.6



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

School #: 228	St. Lawrence Academy, St. Lawrence Grades: K-12	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=15]	[N=2,494]	[N=4,129]
Non-Ficti	ion Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Comprehe 	nsion – (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
	nsion – (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
	- (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
	nsion – (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
	nsion – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	85.7	84.5	84.0
	nsion – (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
	– (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	85.7	84.9	84.5
	– (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 R	Response			
	sion— (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
	(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 52.6
	(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 92.9	52.6 84.9	84.1
	(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.) 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
	(3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	53.6	52.5	52.0
	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	- (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
	nsion – (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
	- (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	85.7	96.0	95.7
	- (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	92.9	80.3	78.9
	psion – (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
	- (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
	- (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
	- (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) - (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	80.0	79.7
		64.3	75.5	75.0
Constructed Re	- (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
	text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	82.1	85.8	85.9
	text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	71.4	59.1	60.4
	3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	85.7	56.2	56.9
	ion – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	35.7	59.1	57.6
	(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
	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. Interential — (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



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

NLESD - Eastern Region

School #: 229 St. Joseph's All Grade, Terrenceville Grades: K-12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=10]	[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)	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.) 2. Inferential — (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.) 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.) 5. Response to text — (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential — (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	44.4 66.7 50.0 100.0 33.3 72.2	46.9 76.6 52.6 84.9 36.9 52.5	47.0 76.9 52.6 84.1 36.8 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	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?) 4. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	62.5	56.2	56.9
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?)	25.0 100.0	59.1	57.6
6. Inferential – (1) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	100.0 87.5	73.1 43.2	73.8 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.))	67.5 37.5	43.2 57.0	57.6
	01.0	1 07.0	1 07.0



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

NLESD - Eastern Region

School #: 232 Matthew Elementary School, Bonavista Grades: K-6	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=48]	[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)	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 63.3	76.6 52.6	76.9 52.6
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.) 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	52.6 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.)	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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	79.1	85.8 50.1	85.9
3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	60.5 55.8	59.1 56.2	60.4 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
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(Outcome Analysis: % of students who selected correct response)

NLESD - Eastern Region

School #: 234 Catalina Elementary School, Catalina Grades: K-8	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=9]	[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)	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 22.2	84.9 36.9	84.1 36.8
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	61.1	52.5	52.0
o. mereniai - (3) / o Express and explain opinion / (which animal has the most unusual eyesight.)			
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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	100.0 88.9	85.8 59.1	85.9 60.4
3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	77.8	59.1	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
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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



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

School #: 237 Anthony Paddon Flementary Musgravetown Grades: K-6

School #: 237 Anthony Paddon Elementary, Musgravetown Grades: K-6	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=32]	[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)	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
	40.0	40.7	47.0
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	91.3	00.0	00.0
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
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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



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

NLESD - Eastern Region

School #: 240 Bishop White School, Port Rexton Grades: K-12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=10]	[N=2,494]	[N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			T
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.) 2. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	77.8 100.0	46.9 76.6	47.0 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.)	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) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.)	100.0 100.0 100.0 77.8 100.0 88.9 88.9 88.9	96.7 93.7 96.0 80.3 88.2 85.4 76.4 80.0 75.5	96.0 93.4 95.7 78.9 87.2 85.0 74.5 79.7
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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 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 44.4 77.8 77.8 100.0 77.8 55.6	85.8 59.1 56.2 59.1 73.1 43.2 57.0	85.9 60.4 56.9 57.6 73.8 43.2 57.6



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

NLESD - Eastern Region

School #: 242 Random Island Academy, Hickman's Harbour Grades: 1-12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=10]	[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)	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 47.3
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 83.3	46.9	47.0 76.9
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	27.8	76.6 52.6	52.6
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.) 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
 Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 	77.8	80.3	78.9
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	88.2	87.2
16. Inferential – (3) / 4 Constituct meaning, predict on the basis of what makes sense / (what would happen if you were in this story?) 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	85.4	85.0 74.5
18. Inferential – (12) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	66.7 88.9	76.4 80.0	74.5
19. Inferential – (3) / 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	55.5	00.0	00.0
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.)) 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	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?) 6. Inferential — (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	66.7	73.1	73.8
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	43.2	43.2
	44.4	57.0	57.6



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

NLESD - Eastern Region

School #: 243 Riverside Elementary, Shoal Harbour Grades: K-6 Item Cognitive Level - Outcome (item parameter)	School [N=89]	Region	Province
tom c	[14-09]	[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)	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 84.5	82.8 84.0
6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	90.1		
7. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?) 8. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	49.4	56.0	55.2
9. Inferential – (1-2) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	85.2 96.3	84.9 95.5	84.5 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	95.5 46.7	47.3
10. Interential – (5) / 4 Making Interences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	40.2	40.7	47.5
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 54.9	76.6 52.6	76.9 52.6
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.) 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.) 18. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	76.3 79.0	76.4 80.0	74.5 79.7
19. Inferential – (3) / 4 Ose pictorial texts to determine content / (Look at visual and determine character's leelings.) 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	79.7 75.0
20. Inferential – (1-2) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	71.1 81.6	88.8	88.6
Constructed Response	01.0	00.0	00.0
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.) 7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	41.6	43.2	43.2
1. Interential — (3) 7 + Making predictions and interences by drawing on the additions implied clues 7 (Extend beyond the story (behaviour or main character.))	53.2	57.0	57.6



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

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-Fict	ion Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	0.1		
 Comprehe 	ension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	School data	94.2	94.6
Comprehe	ension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	with 5 or fewer	92.4	92.2
	– (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon)	students	94.7	94.8
	– (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	withheld for	87.5	87.4
	ension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text)	reasons of confidentiality.	82.1	82.8
	ension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	cormaentiality.	84.5	84.0
	ension – (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
	– (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)		84.9	84.5
	– (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 F			46.9	47.0
	sion– (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) (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) / 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
	(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
	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
Eistion	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	– (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret)		00.7	00.0
	= (1-2) / 4 Making interences by drawing on the author's implied cides and their own experience / (why character kept his secret) sion = (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)		96.7	96.0
	- (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)		93.7	93.4
	- (1-2) / 4 Identify character traits from contextual clues / (Onderstanding main character's actions.) - (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)		96.0 80.3	95.7 78.9
15 Compreher	rision – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))		88.2	87.2
16. Comprehe	- (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)			
	- (3) / 4 Construct meaning, predict on the basis of what makes sense / (What would happen if you were in this story!) - (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.)		85.4	85.0
	- (1-2) / 4 Making interences by drawing on the author's implied cides and their own experience/ (now the main character revealed his secret.) - (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)		76.4 80.0	74.5 79.7
	- (3) / 4 Ose pictorial texts to determine content / (Look at visual and determine characters reenings.) - (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
	- (1-2) / 4 Making interences by drawing on the author's implied cides and their own experience / (How did mends react to the revealed secret.) - (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 R	·			
	text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)		85.8	85.9
	text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)		59.1	60.4
	3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) ion – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))		56.2	56.9
	ion – (1-2) / 4 Ose a variety of strategres to create meaning / (Ordering (sequencing) of events.)) (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?)		59.1	57.6
	(3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)		73.1 43.2	73.8 43.2
	(3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		43.2 57.0	57.6



NLESD - Eastern Region∎ (Outcome Analysis: % of students who selected correct response)

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

School #. 236 Holy Family Liementary, Chapel Ami Grades. K-0	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)			
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 50.0	36.9 52.5	36.8 52.0
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.)) 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?)	68.4	59.1	57.6
6. Inferential – (1-2) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	73.7	73.1	73.8
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 52.6	43.2 57.0	43.2 57.6
	J 52.6	0.10	0.10



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

NLESD - Eastern Region

School #: 259 Coley's Point Primary, Coley's Point Grades: K-3	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=85]	[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)	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.) 2. Inferential — (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	40.9 73.5	46.9 76.6	47.0 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.)	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.)) 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?)	59.4	59.1	57.6
6. Inferential – (1-2) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	84.4	73.1	73.8
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied class? (The importance of the minor character.)	51.6 50.0	43.2 57.0	43.2 57.6
7 · · · · · · · · · · · · · · · · · · ·	50.0	1 37.0	J 37.0



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

NLESD - Eastern Region

School #: 260 Immaculate Conception Elementary, Colliers 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)			
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 52.6
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 83.3	52.6 84.9	84.1
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.) 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)	24.0	00.7	
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.) 13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	92.3	93.7	93.4
13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Orderstanding main character s actions.) 14. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	92.3 76.9	96.0 80.3	95.7 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	1
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	85.0 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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	88.5 76.9	85.8 59.1	85.9 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



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

Grades: K-6

School #: 262 Woodland Elementary, Dildo

Grades: N Grades	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=36]	[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)	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 29.0	84.9 36.9	84.1 36.8
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 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	93.7 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.)) 5. Information – (1-2) / 4. Make informace by drawing on their away avacriances and alway in the toyt / (Pid the main character feet better at the end?)	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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	66.7	73.1	73.8
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	43.2	43.2
	50.0	57.0	57.6



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

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

School #: 265 Acreman Elementary, Green's Harbour Grades: K-6	School	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)			
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			
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 53.1	36.9 52.5	36.8 52.0
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	33.1	32.3	32.0
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.)	88.2	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			
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.)) 5. Information (1-2) / 4. Make information by drawing on their own experiences and always in the tayt/ (Did the main character feet better at the and?)	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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	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 millior character.) 7. Inferential — (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	41.2	43.2	43.2
7. Interestinal (9) 7 Financing predictions and interestices by drawing on the dathers implied dides 7 (Extend beyond the story (bendandar of main character.))	70.6	57.0	57.6



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

NLESD - Eastern Region

School #: 269 St. Francis School, Harbour Grace Grades: K-8	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=30]	[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)	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?) 9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	76.9	84.9	84.5
more than (0) 7 7 000 plotonar toxic to determine bontoner (2008 at violar and determine the matara prioriem	96.2 30.8	95.5 46.7	95.5 47.3
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)) 30.0	40.7	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 he text) 81.5	52.6 84.9	52.6 84.1
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 5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	ne text.) 61.5 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) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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 19. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	84.0	96.7 93.7 96.0 80.3 88.2 85.4 76.4 80.0 75.5 88.8	96.0 93.4 95.7 78.9 87.2 85.0 74.5 79.7 75.0 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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	88.0 36.0 36.0 44.0 72.0 44.0 56.0	85.8 59.1 56.2 59.1 73.1 43.2 57.0	85.9 60.4 56.9 57.6 73.8 43.2 57.6



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

NLESD - Eastern Region

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

Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) Selected Response Selected Respo	School #: 272 Holy Cross Elementary, Holyrood Grades: K-6	School	Region	Province
1. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning / Read for meaning (Fettive information from the text) 2. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning / Read for meaning (Fettive information from the text) 3. Inferential—(1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon) 4. Inferential—(1-2) / 4 Use a variety of strategies to create meaning / Read for meaning (Relative information from the text) 5. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning / Read for meaning (Relative information from the text) 7. Comprehension—(1-2) / 4 Use features of text to obtain information / (Fettive to Glossary) 7. Use provious of the connections between texts / (Window) word best describes relationship between the two animals?) 7. Solution of the connections between texts / (Window) word best describes relationship between the two animals?) 8. Inferential—(1-2) / 4 Use protrial texts to determine content / (Look at visual and determine the natural phenomenon) 8. Inferential—(1-3) / 4 Making inferences by drawing on their own experiences and determine the natural phenomenon) 8. Inferential—(3) / 4 Making inferences by drawing on their own experiences and foliates the text / (Extent on information from the text) 8. A special of the text of the strategies to create meaning / (Fill in the missing blanks in the table using information from the text) 8. A special of the strategies to create meaning / (Fill in the missing blanks in the table using information from the text) 8. A special of the strategies to create meaning / (Fill in the missing blanks in the table using information from the text) 8. A special of the strategies to create meaning / (Fill in the missing blanks in the table using information from the text) 8. A special of the strategies to create meaning / (Fill in the missing blanks in the table using information from the text) 8. A special of the strategies to create mea	Item Cognitive Level - Outcome (item parameter)	[N=36]	[N=2,494]	[N=4,129]
2. Comprehension - (1-2)/4 Use a variety of strategies to create meaning (Read for meaning an observed natural phenomenor) 39.7 districts of the first of the fi	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
2. Comprehension - (1-2)/4 Use a variety of strategies to create meaning (Read for meaning an observed natural phenomenor) 39.7 94.7 94.8 1. Inferential - (3) / 4 Use pictorial texts to determine content (Look at visual and determine namial behaviour) 57. Comprehension - (1-2)/4 Use a variety of strategies to create meaning (Retireve information from the text) 58. Comprehension - (1-2)/4 Use a variety of strategies to create meaning (Retireve information from the text) 58. Comprehension - (1-2)/4 Use a variety of strategies to create meaning (Retireve information from the other?) 58. Inferential - (3)/4 Use features of text to obtain information (Refer to the Glossary) 58. Inferential - (3)/4 Use a variety of strategies to create meaning what makes one of the animals different from the other?) 58. Inferential - (3)/4 Use a variety of strategies to create meaning what makes one of the animals of the new of the other	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
3. Inferential — (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Excoprizing and southern (Look at visual and determine animal behaviour) 77. Secomprehension— (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retireve information from the text) 78. Secomprehension— (1-2) / 4 Use features of text to obtain information / (Read for meaning (Retireve information from the text) 78. Secomprehension— (1-2) / 4 Use eaviety of strategies to create meaning / What makes one of the animals different from the other?) 78. Secomprehension— (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?) 88. Secomprehension— (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals of the other other of the other	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
5. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 7. Comprehension — (1-2) / 4 Use features of text to obtain information / (Refer to the Glosseyr) 8. Referential — (3) / 4 Use features of text to obtain information / (Refer to the Glosseyr) 9. Inferential — (1-2) / 4 Make connections between texts / (Which word best describes retidionship between the two animals?) 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) 11. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning / (Fell in the missing blanks in the table using information from text to another situation) 12. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning / (Fell in the missing blanks in the table using information from the text.) 13. Inferential—(3) / 4 Use lext features to determine content and obtain information / (Identity a feature of text and explain its purpose in the text.) 14. Inferential—(3) / 4 Use lext features to determine content and obtain information / (Identity a feature of text and explain its purpose in the text.) 15. Response to text—(3) / 6 Make personal connection to text and describe / (Describe your iffe with the eyesight of an animal.) 15. Response to text—(3) / 6 Make personal connection to text and describe / (Describe your iffe with the eyesight of an animal.) 15. Inferential—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 15. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 15. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 15. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 16. Comprehens		97.0	94.7	94.8
6. Comprehension — (3) / 4 Use learners of text to obtain information / (Refer to the Glossary) 7. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / What makes so ne of the animals different from the other?) 8. Inferential — (1-2) / 4. Make connections between texts / (Which word best describes relationship between the two animals?) 9. Inferential — (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation) 6. Inferential — (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation) 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.) 1. Comprehension—(1-2) / 4 Use text features to determine content and obtain information / (Identity a feature of text and explain its purpose in the text.) 1. Inferential — (3) / 4 Use text features to determine content and obtain information / (Identity a feature of text and explain its purpose in the text.) 1. Inferential — (3) / 6 Expense of text of the content and obtain information / (Identity a feature of text and explain its purpose in the text.) 1. Inferential — (3) / 6 Expense and explain only for the content and obtain information information premise in the text.) 1. Inferential — (3) / 6 Expense and explain only for the content and obtain information information premise in the text.) 1. Inferential — (1-2) / 4 Making inferences by drawing on the author's implied clues and their own expenience / (Why character kept his secret.) 1. Inferential — (1-2) / 4 Making inferences by drawing on the author's implied clues and their own expenience / (Why character kept his secret.) 1. Inferential — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 1. Comprehension — (1-2) / 4 Use a variety of strategies to create meani	4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	97.0	87.5	87.4
7. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?) 8. Inferential—(3) / 4 Make connections between texts / / / / / / / / / / / / / / / / / / /		78.8	-	
8. Inferential — (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) 9. Inferential — (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation) 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.) 2. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 2. Inferential— (3) / 4 Use lext features to determine content and obtain information / (Identity) a feature of text and explain its purpose in the text.) 3. Inferential— (3) / 4 Use lext features to determine content and obtain information / (Identity) a feature of text and explain its purpose in the text.) 3. Inferential— (3) / 4 Use lext features to determine connection to text and expendent of the connection of text and expendent of the propose in the text.) 3. Inferential— (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) 4. See Seponse to text— (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) 4. See Seponse to text— (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) 4. Inferential— (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret) 4. Inferential— (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret) 4. Inferential— (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret) 4. Inferential— (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience information from the text.) 4. Inferential— (1-2) / 4 Making inferences by drawing on the author's		78.8	84.5	84.0
9. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 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) 21. Inferential — (3) / 4 Wake connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 22. Inferential — (3) / 4 Use text features to determine content and obtain information / (Identity is deature of text and explain its purpose in the text.) 23. Inferential — (3) / 4 Use text features to determine content and obtain information / (Identity is deature of text and explain its purpose in the text.) 24. Interential — (3) / 4 Ouestion information presented in text using a personal knowledge base as a farme of reference / (Identity a feature of text and explain its purpose in the text.) 25. Interential — (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) 25. Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 26. Inferential — (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret) 27. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text.) 27. Inferential — (1-2) / 4 Identity character trails from contextual clues / (Understanding main character's actions.) 28. Inferential — (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How the main character experience) 28. Inferential — (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How the main character even entity) 29. Inferential — (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How the main character even entity) 29. Inferential — (1-2) / 4 Making inferences by draw		54.6	56.0	55.2
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.) 2. Inferential—(3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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 46.9 47.0 2. Inferential—(3) / 7 Question information presented in text using a personal knowledge base as a farme or free/(Identify a spurpose in the text.) 51.5 52.6 52.6 52.6 53.6 84.9 54.1 Inferential—(3) / 7 Question information presented in text using a personal knowledge base as a farme or free/(Identify a feature of text and explain its purpose in the text.) 51.5 82.6 52.6 52.6 52.6 53.6 85.9 54.9 54.9 54.9 55.1 55.0 55.		69.7	84.9	84.5
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.) 2. Inferential—(3) / 4 Use text features to eletermine content and obtain information / (Identify a feature of text and explain its purpose in the text.) 5. 1. Inferential—(3) / 4 Use text features to eletermine content and obtain information / (Identify a feature of text and explain its purpose in the text.) 5. 1. Response to text—(3) / 6 Make personal connection to text and describe / (Plescribe your 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.) 5. Response to text—(3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 5. Response to text—(3) / 6 Make personal connection to text and describe / (Which animal has the most unusual eyesight) Fiction Selected Responses: (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) 5. Comprehension—(1-12) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 5. Comprehension—(1-12) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 5. Comprehension—(1-12) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 5. Comprehension—(1-12) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 5. Inferential—(1-12) / 4 Making inferences by drawing on the author's implied clues and their own experience information from the text.) 5. Inferential—(1-12) / 4 Making inferences by drawing on the author's implied clues and their own experience information from the text.) 5. Inferential—(1-12) / 4 Making inference	millionerital (9) 1 000 platerial toxic to determine content (2001 at violati and determine the material phonomerity			
1. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing binders in the table using information from the text.) 2. Inferential—(3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 3. Inferential—(3) / 2 (Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.) 4. Inferential—(3) / 3 (Use lext features to determine content and obtain information or ference / (Identify a feature of text and explain its purpose in the text.) 5. Response to text—(3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 5. Response to text—(3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 12. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential—(1-12) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential—(1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 15. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential—(3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 17. Inferential—(1-2) / 4 Use a variety of strategies to create meaning / Read for meaning reperience / (How the main character revealed his secret.) 18. Inferential—(3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 19. Inferential—(3) / 4 Use pictorial texts to determine content /	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
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.) 2. Inferential—(3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your verysight differential—(3) / 2 (Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.) 4. Inferential—(3) / 2 (Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.) 5. Response to text—(3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 5. Response to text—(3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 12. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential—(1-12) / 4 Identify character traits from contextual clues / (Understanding main character vas nervous.) 14. Inferential—(1-12) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential—(3) / 4 Construct meaning: predict on the basis of what makes sense / (What would happen if you were in this story?) 17. Inferential—(1-2) / 4 Use a variety of strategies to create meaning / Read for meaning(Retrieve information from the text.) 18. Inferential—(3) / 4 Construct meaning: predict on the basis of what makes sense / (What would happen if you were in this story?) 19. Inferential—(3) / 4 Use pictorial texts to determine content / (Look at visual and determine character / (How this main ch	Constructed Response			
2. Inferential — (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.) 5. 8. 6. 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.) 5. 8. Response to text — (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential — (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) 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) 12. Comprehension — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 16. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why that would happen if you were in this story?) 17. Inferential — (1-2) / 4 Identify character was nervous.) 18. Inferential — (1-2) / 4 Identify character was nervous.) 19. 99. 98. 27. 28. 28. 86. 97. 78. 99. 99. 78. 88. 86. 97. 78. 99. 99. 79. 79. 79. 79. 19. Inferential — (1-2) / 4 Identify character was nervous.) 19. 10. 10. 10. 10. 10. 10. 10. 10. 10. 10		48.5	46.9	47.0
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 39.4 5. Response to text — (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) 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) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 17. Inferential — (3) / 4 Vose pictorial texts to determine content / (Look at visual and determine character's feelings.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 19. Inferential — (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How the main character revealed secret.) 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.) 29. Inferential — (3) / 4 Oconstruct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) 29. Inferential — (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character) 29. Resp				
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 5. Response to text – (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) 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) 12. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential – (1-1) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 19. Inferential – (3) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.) 20. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) 21. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 22. 85.8 85.9 23. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 22. Response to text – (3) / 6 Make personal connections to text and				
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) 12. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning Retrieve information from the text.)) 16. Inferential – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning Retrieve information from the text.)) 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.) 18. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed secret.) 19. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 19. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 20. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) 10. Inferential – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 21. Response to text – (3) / 6 Make personal connections to text and describe / (Describe now you are similar to main character.) 22. 85.8 23. 85.9 24. 85.9 25. 85.9 26. 85.9 27. 85.0 28. 85.9 28. 85.9 28. 85.9 28. 85.9 28. 85.9 29.2 29.2 20.4 85.8 20.4 85.9 20.4 85.9 20.4 85.8				
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11. Inferential — (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Uhny main character's actions.) 14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 17. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 19. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) 19. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) 21. Response to text — (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character) 22. 85.8 23. 85.9 24. Response to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	6. Interential - (3) / 6 Express and explain opinion / (which animal has the most unusual eyesight.)	72.7	02.0	02.0
12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) 20. Inferential — (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 21. Response to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character.) 22. Response to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character.)				
13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) 21. Response to text — (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 22. Response to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character.) 23. Response to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character.) 35. Tesponse to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character.) 36. Tesponse to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character.) 36. Tesponse to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character.) 37. Tesponse to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character.)	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
14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) 20. Inferential — (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 21. Response to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character.) 22. Response to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character.) 35. 40. 40. 40. 40. 40. 40. 40. 40. 40. 40	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
15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) 20. Inferential — (3) / 6 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) 21. Response to text — (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 22. Response to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 37. Very described in the text.) 38. 2 38. 2 38. 2 38. 2 38. 3 38. 4 38. 2 38. 3 38. 4 38. 5 39. 4 30. 70. 70. 7 30. 7 30	13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	93.9	96.0	95.7
16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) Constructed Response 1. Response to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character.) 2. Response to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character.) 58. 85.4 85.4 85.4 85.4 85.4 85.9 72.7 80.0 75.5 75.0 88.8 88.6 88.6		78.8	80.3	78.9
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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) Constructed Response 1. Response to text — (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 2. Response to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 50. 4 74.5 74.5 74.5 75.0 75.0 75.0 75.0 75.0 75.0 75.0 75		93.9	88.2	87.2
18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) 10. Response to text — (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 20. Response to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character.) 21. Response to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character.) 22. Response to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character.) 23. Response to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character.)		78.8	85.4	85.0
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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) Constructed Response 1. Response to text — (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 2. Response to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 54.6 75.5 75.0 88.8 88.6 88.9 92.2 85.8 85.9 60.4		69.7	76.4	74.5
20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) Constructed Response 1. Response to text — (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 2. Response to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 90.9 88.8 88.6 85.9 90.9 88.8 85.9 90.9 60.4				-
Constructed Response 1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 92.2 85.8 85.9 60.4				
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 92.2 85.8 85.9 60.4		90.9	88.8	88.6
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)				
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 50.2 50.3 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?) 81.3 73.8				
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 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.)) 57.6	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	



NLESD - Eastern Region∎ (Outcome Analysis: % of students who selected correct response)

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

School #. 214 St. Catheline's Academy, Mount Camel Grades. K-12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=10]	[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)	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 22.2	84.9 36.9	84.1 36.8
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	33.3	52.5	52.0
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	00.0	02.0	02.0
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.)			
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe now you are similar to main character.)	94.4 33.3	85.8 59.1	85.9 60.4
3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	33.3 44.4	59.1 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



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

NLESD - Eastern Region

Non-Fiction Selected Response: (Cyande Level) Outcome (Item parameter) Non-Fiction Non-Ficti	School #: 278 All Hallows Elementary, North River Grades: K-6	School	Region	Province
1. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning (Read for meaning Retrieve information from the text) 2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning (Read for meaning Retrieve information from the text) 3. Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon) 37.5 S. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning (Read for meaning (Retrieve information from the text) 3. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning (Retrieve information from the text) 3. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning (Retrieve information from the chief) 3. Comprehension – (1-1-2) / 4 Use a variety of strategies to create meaning (Retrieve information from the chief) 3. Comprehension – (1-1-2) / 4 Use a variety of strategies to create meaning (Retrieve information from the chief) 3. Inferential – (1-1-2) / 4 Make to consider by of strategies to create meaning (Retrieve information from the chief) 3. Inferential – (1-3) / 4 Use principle of the consideration of the	Item Cognitive Level - Outcome (item parameter)	[N=49]	[N=2,494]	[N=4,129]
2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning (Retireve information from the text) 4. Inferential – (1-2) / 4 Missing inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon) 97.8 97.5 97.4 4. Inferential – (13) / 4 Use pictorial texts to determine content / (Lock at visual and determine animal behaviour) 97.8 97.5 97.4 5. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retireve information from the text) 97.8 97.5 97.4 6. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retireve information from the text) 97.8 97.5 97.4 98.5 97.6 1. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Missing inference to produce information from the chief of the animals of the control of the contro	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
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 57. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retieve information from the text) 7. Comprehension – (1-12) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retieve information from the text) 7. Comprehension – (1-12) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?) 8. Inferential – (1-12) / 4 Make connections between text / (White work best described in the natural phenomenon) 9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and text / (Ecterd on information from text to another situation) 9. Inferential – (3) / 4 Use pictorial texts to determine content on the content of th		97.8	94.2	94.6
A. Inferential - (3) / 4 Use prictorial texts to determine content / (Look at visual and determine animal behavior) 73.9 82.1 57.4 5. Comprehension - (3) / 4 Use a variety of strategies to create meaning / (Feed for meaning (Feed for meaning)		95.7	92.4	
5. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning (Retireve information from the text) 82.1 82.8 6. Comprehension — (3) / 4 Use a features of text to obtain information / (Refer to the Glossay) 89.1 84.5 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 55.0 9. Inferential – (12) / 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 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 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 1. Inferential—(3) / 4 Use lock Institutes to determine content and obtain information / (Identify a feature of least and explain its purpose in the text.) 39.1 46.9 47.0 3. Inferential—(3) / 4 Use lock Institutes to determine content and obtain information / (Identify a feature of least and explain its purpose in the text.) 43.5 52.6 52.6 3. Inferential—(3) / 4 Use lock Inferences by drawing on the number of lock of lock in the variety of strat				
6. Comprehension — (3) / 4 Use features of text to obtain information / (Refer to the Clossary) 7. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / Whit makes one of the animals different from the other?) 8. Inferential — (3) / 4 Use prictional texts to determine content / (Look at visual and determine the natural phenomenon) 9. 78. 85.5 95.5 10. Inferential — (3) / 4 Use prictional texts to determine content / (Look at visual and determine the natural phenomenon) 9. 78. 89.5 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) Constructed Response 1. Comprehension—(1-2) / 4 Uses a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) 2. Inferential — (3) / 4 Uses a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) 2. Inferential—(3) / 4 Uses 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 Uses a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) 4. Inferential—(3) / 4 Uses a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) 4. Inferential—(3) / 4 Uses a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) 4. Inferential—(3) / 4 Uses a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) 4. Inferential—(3) / 4 Uses a variety of strategies to create meaning / (Fill in the missing blanks in the eyesight of an animal). 4. Express and explain cipinon / (Which character text in the context text of the fall in the context of the desired of the basis of variety in the eyesight of an animal). 4. Inf				
7. Comprehension— (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?) 8. Inferential— (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 9. Inferential— (3) / 4 Waking inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation) 7. Constructed Response 1. Comprehension— (1-2) / 4 Was a variety of strategies to create meaning / (Fill in the missing) blanks in the table using information from text to another situation) 8. 2. Inferential— (3) / 4 Waking inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation) 8. 2. Inferential— (3) / 4 Was a variety of strategies to create meaning / (Fill in the missing) blanks in the table using information from the text) 8. 2. Inferential— (3) / 4 Was a variety of strategies to create meaning / (Fill in the missing) blanks in the table using information from the text) 8. 2. Inferential— (3) / 4 Was a variety of strategies to create meaning / (Fill in the missing) blanks in the table using information from the text) 8. 2. Inferential— (3) / 4 Was a variety of strategies to create meaning / (Fill in the missing) blanks in the table using information from the text) 8. 2. Inferential— (3) / 6 Was personal connection to text and describe / (Describe you life with the eyesight of an animal.) 8. 2. Inferential— (3) / 6 Was personal connection to text and describe / (Describe you life with the eyesight of an animal.) 8. 2. Inferential— (1-2) / 4 Was personal connection to text and describe / (Describe you life with the eyesight of an animal.) 8. 2. Inferential— (1-2) / 4 Was provided from the lext of the lext of text and explain principle of text and				
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9. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 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. Comprehension— (1) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) 11. Comprehension— (1) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) 12. Comprehension— (1) / 4 Use text features to inferential and between experiences and information presentation between what they area and the roim experiences and information presentation that take using information presentation in the text of text and explain its purpose in the text.) 13. Inferential—(3) / 6 Wise personal connection to text and describe / (Describe your life with the eyesight of an animal) 15. Experses and explain opinion / (Which animal has the most unusual eyesight.) 15. Inferential—(1-2) / 4 Mise inferential—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text.) 12. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text.) 13. Inferential—(1-2) / 4 Identity, character traits from contextual clues / (Why main character's action) 14. Inferential—(1-2) / 4 Identity, character traits from contextual clues / (Why main character's entire traits from contextual clues / (Why main character's entire traits from contextual clues / (Why the main character's entire traits from contextual clues / (Why the main character's				
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.) 2. Interential - (3) / 4 Making inferences by drawing on their own experiences and knowledge / (How is your eyesight different then another animal?) 3. Interential - (3) / 4 Use text features to determine content and obtain information present of the text.) 4. Interential - (3) / 4 Use text features to determine content and obtain information presented in text using a personal knowledge / (How is your eyesight different then another animal?) 3. Interential - (3) / 4 Use text features to determine content and obtain information presented in text using a personal knowledge base as a frame of reference / 4 and explain its purpose in the text.) 4. Interential - (3) / 4 Use text features to determine content and obtain information information presented in text using a personal knowledge base as a frame of reference / 4 and explain its purpose in the text.) 4. Interential - (3) / 4 Use text features to determine content in the interest of text and explain its purpose in the text.) 4. Interential - (3) / 4 Use a variety of strategies to create meaning / (Feat of meaning (Refereve information from the text.) 4. Interential - (1-2) / 4 Use a variety of strategies to create meaning / (Feat of meaning (Refereve information from the text.) 4. Interential - (1-2) / 4 Use a variety of strategies to create meaning / (Feat of meaning (Refereve information from the text.) 4. Interential - (1-2) / 4 Use a variety of strategies to create meaning / (Feat of meaning (Refereve information from the text.)) 4. Interential - (1-2) / 4 Use a variety of strategies to create meaning / (Feat of meaning (Refereve information from the text.)) 4. Interential - (1-2) / 4 Use a variety of strategies to create meaning (Refereve information from the text.)) 4. Interential - (1-2) / 4 Use a variety of strategies to create meaning (Refereve information from the text.)) 4. Intere				
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.) 2. Inferential - (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.) 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.) 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.) 3. Responses to text - (3) / 6 Make personal connection to text and describe / (Describe and text) 3. Responses to text - (3) / 6 Make personal connection to text and describe / (Describe and text) 3. Responses to text - (3) / 6 Make personal connection to text and describe / (Describe and text) 3. Inferential - (1-2) / 4 Making inferences by drawing on the author's implied clues and their own septence / (Why character kept his secret) 4. Inferential - (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 3. Inferential - (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 3. Inferential - (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 3. Inferential - (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 3. Inferential - (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 3. Inferential - (3) / 4 Construct meaning predict on the basis of what makes sense / (Why wain character's actions.) 3. Inferential - (3) / 4 Use pictorial predict on the basis of what makes sense / (Why wain character's tealings) 3. Inferential - (1-2) / 4 Making inferences by drawing on the author				
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.) 2. Inferential—(3) / 4 Use text features to determine content and obtain information / (identify a feature of text and explain its purpose in the text.) 3. Inferential—(3) / 7 Question information presented in text using a personal knowledge of base as a fame of refere / (identify a feature of text and explain its purpose in the text.) 43.5 Sec. 52.6 43.5 Sec. 52.6 5. Inferential—(3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 5. Response to text—(3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 5. Response to text—(3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 5. Response to text—(3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 5. Response to text—(3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 5. Response to text—(3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 5. Response to text—(1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret) 5. Response (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 5. Response (1-12) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 5. Response (1-12) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How the main character revealed his secret.) 5. Response to text—(1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How the main character) 5. Response to text—(3) / 6 Make personal connections to text	10. Interential – (3) / 4 Making Interences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	32.0	40.7	47.3
2. Inferential — (3) / 4 Make connections between what they read and their own experiences and knowledge (/How is your eyesight different than another animal?) 3. Inferential — (3) / 4 To 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.) 43. Inferential — (3) / 6 Express and explain in purpose in the text.) 5. Response to text — (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 5. Response to text — (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 5. Response to text — (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 5. Comprehension — (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret) 5. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 5. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 5. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 6. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 6. 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.) 6. Set of the context of the present of the secret feelings. 6. Inferential — (3) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How the main character revealed his secret.) 7. Inferential — (3) / 4 Making inferences by drawing on the author's implied clues		00.4	40.0	47.0
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 84.9 84.1 84.9 84.1 84.9 84.1 84.9 84.1 84.9 84.1 84.9 84.1 84.9 84.1 84.9 84.1 84.9 84.1 84.1 84.1 84.1 84.1 84.1 84.1 84.1				
4. Inferential — (3) / 7 Question information presented in text using a personal knowledge base as a fame of reference / (Identify a feature of text and explain its purpose in the text.) 84.8 84.9 84.1 85.8 85.8 85.8 85.8 85.8 85.8 85.8 86. Inferential — (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) 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) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character's actions.) 14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning, predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 19. 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.) 18. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) 19. Inferential — (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How tide friends react to the revealed secret.) 19. Inferential — (3) / 4 Make personal connections to text and desc				
5. Response to lext — (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) 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) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 16. Comprehension — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 17. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 18. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 18. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 18. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 18. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 18. Inferential — (1-2) / 4 Identify character traits from contextual clues of their own expendence / (How the main character revealed his secret.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 19. Inferential — (3) / 4 Making inferences by drawing on the author's implied clues and their own expenience / (How the main character revealed his secret.) 19. Inferential — (3) / 4 Making inferences by drawing on the author's implied clues and their own expenience /		I		
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11. Inferential — (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. 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.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) 21. Response to text — (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 22. Response to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character.) 23. Inferential — (3) / 4 Make connections between what they read and their own experiences similar to main character.) 23. Inferential — (3) / 4 Make inferences by drawing on the author's implied clues (Ithe text (Did the main character feel better at the end?) 24. Comprehension — (1-2) / 4 Make inferences by drawing on the author's implied clues (Ithe	Finting Salasted Beaucages (Crade Level) (Outcome No. (Outcome) (Itam personates)			
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13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 19. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) 19. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) 19. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) 19. Inferential — (3) / 4 Make personal connections to text and describe / (Describe how you are similar to main character) 20. Inferential — (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character) 21. Response to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 22. Response to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 23. Inferential — (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 24. Comprehension — (1-2) /				
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7 Internation (6) / A Malder and distance and international distance and in	6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)			
	7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))			

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NLESD - Eastern Region∎ (Outcome Analysis: % of students who selected correct response)

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

Non-Fiction Selected Response: (Grade Levell / Outcome No. / Outcome (Item parameter) 100.0 94.2 94.6 100.0 94.5 94.5 94.0
1. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning (Reaf for meaning (Retirely information from the text) 2. Comprehension – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon) 3. Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon) 3. Inferential – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retirely information from the text) 3. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retirely information from the text) 3. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?) 3. Inferential – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?) 3. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 3. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 3. Inferential – (3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the text / (Extend on information from text to another situation) 3. Inferential – (3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the text) 3. Inferential – (3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the text) 3. Inferential – (3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the text) 3. Inferential – (3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the text) 3. Inferential – (3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the text) 3. Inferential – (3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks i
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2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning an observed natural phenomenon) 3. Inferential – (1-2) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour) 4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour) 5. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Rettree information from the text) 6. Comprehension – (3) / 4 Use features of lext to obtain information / (Refer to the Glossary) 7. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?) 6. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) 6. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 7. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 8. Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation) 8. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyespith different than another animal?) 8. Inferential – (3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) 8. Inferential – (3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) 8. Inferential – (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) 8. Inferential – (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) 8. Inferential – (1-2) / 4 Use a variet
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5. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 6. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?) 7. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?) 8. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) 9. Inferential – (3) / 4 Use pictorial texts to determine content / Look at visual and determine meaning / (Ell in the natural phenomenon) 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) 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.) 9. Inferential – (3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) 9. Inferential – (3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) 9. Inferential – (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.) 9. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 9. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 9. Response to text – (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) 9. 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) 12.
6. Comprehension — (3) / 4 Use features of text to obtain information / (Refer to the Glossary) 7. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?) 8. Inferential — (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) 9. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 10. Inferential — (3) / 4 Waking inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation) 2. Constructed Response 2. Constructed Response 3. Inferential — (3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) 2. Inferential — (3) / 4 Use ext features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.) 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.) 5. Response to text — (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 5. Inferential — (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) 5. Inferential — (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret) 5. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 5. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 5. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 5. Comprehension — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 5. Comprehension — (1-2) / 4 Identify character traits from contextual
7. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?) 8. Inferential – (1-2) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 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) 2. Inferential – (3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) 2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 3. Inferential – (3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) 7. Response to text – (3) / 4 Use set refeatures to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.) 7. Response to text – (3) / 6 Make personal connection to text and explain its purpose in the text.) 7. Response to text – (3) / 6 Make personal connection to text and explain its purpose in the text.) 7. Response to text – (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) 7. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret) 7. Inferential – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 7. Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 7. Inferential – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 7. Inferential – (1-2) / 4 Use a variety of strategies to create meaning / (Read
8. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) 9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 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) 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.) 2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 3. Inferential – (3) / 4 Use lext features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.) 7. Response to text – (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.) 5. Response to text – (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) 6. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret) 7. Inferential – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text.) 7. Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 7. Inferential – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text.) 7. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character vas nervous.) 7. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character vas nervous.) 7. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character vas nervous.) 7. Inferential – (1-2) / 4 Ide
9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 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) 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.) 2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.) 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.) 5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential – (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) 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) 12. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 15. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retriev
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) 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.) 2. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 3. Inferential— (3) / 4 Use text features to determine content and obtain information / (Plentify a feature of text and explain its purpose in the text.) 5. Response to text— (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential— (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) 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) Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Read for meaning/Retrieve information from the text.) 12. Comprehension— (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 13. Inferential— (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential— (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 15. Comprehension— (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 15. Comprehension— (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 16. Comprehension— (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.)
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.) 2. Inferential — (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.) 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.) 5. Response to lext— (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential — (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) 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) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 17. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text.))
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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.) 2. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.) 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.) 5. Response to text— (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential— (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) 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) 12. Comprehension— (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential— (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential— (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension— (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Comprehension— (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 17. Comprehension— (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))
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.) 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.) 5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential – (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) 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) 12. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 15. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))
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.) 5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential – (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) 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) 12. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 14. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))
5. Response to text — (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential – (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential — (1-2) / 4 Making inferences by drawing on the author's more necessary of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. On the event of text and describe / (Why main character) / (Why main charac
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) 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) 12. Comprehension - (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential - (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential - (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension - (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential - (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 17. Comprehension - (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))
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) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))
11. Inferential — (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret)100.096.796.012. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)100.093.793.413. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)96.095.714. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)100.080.378.915. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))100.088.287.2
11. Inferential — (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret)100.096.796.012. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)100.093.793.413. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)92.396.095.714. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)100.080.378.915. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))100.088.287.2
12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 17. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))
13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 17. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 18. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))
14. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 17. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 18. Sometimes of the comprehension of the text of the comprehension of the compreh
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?)
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.)
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.) 3. Response to text – (3) / 6 Make personal connections to text and describe / (Describe on pyraginate similar to main character)
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 76.9 76.9 76.9 76.9 76.9 76.9 76.9 76.9 76.9
3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 53.8 59.1 57.6
53.8 59.1 57.6 59.1 57.8 59.1 59.1 57.8 59.1 59.1 59.1 59.1 59.1 59.1 59.1 59.1
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
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.)) 57.6 57.6



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

3

School #: 286	Fatima Academy, St. Bride's Grades: K-12	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=7]	[N=2,494]	[N=4,129]
Non-Fict	ction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			T
 Comprehe 	nension – (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
	nension – (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
 Inferential 	al – (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
	al – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	57.1	87.5	87.4
	nension – (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
	nension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	57.1	84.5	84.0
	nension – (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
	al – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	57.1	84.9	84.5
	al – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	100.0	95.5	95.5
10. Inferential	al – (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 I				
	nsion— (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
	- (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) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	71.4 85.7	52.6 84.9	52.6 84.1
	– (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.) 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
	- (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	50.0	52.5	52.0
 11. Inferential 12. Comprehe 13. Inferential 14. Inferential 15. Comprehe 16. Inferential 17. Inferential 18. Inferential 19. Inferential 	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) - (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret) - (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) - (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) - (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) - (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) - (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) - (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.) - (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) - (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.) - (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	100.0 71.4 100.0 85.7 85.7 100.0 71.4 100.0 71.4	96.7 93.7 96.0 80.3 88.2 85.4 76.4 80.0 75.5 88.8	96.0 93.4 95.7 78.9 87.2 85.0 74.5 79.7 75.0 88.6
2. Response to 3. Inferential— (4. Comprehens 5. Inferential — 6. Inferential —	Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) to sion – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) to (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?) to (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) to (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	92.9 100.0 28.6 57.1 57.1 71.4 42.9	85.8 59.1 56.2 59.1 73.1 43.2 57.0	85.9 60.4 56.9 57.6 73.8 43.2 57.6



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

NLESD - Eastern Region

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

School #: 287 Dunne Memorial Academy, St. Mary's Grades: K-12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=2]	[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) 2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 3. Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon) 4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour) 5. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 6. Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary) 7. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?) 8. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) 9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 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)	School data with 5 or fewer students withheld for reasons of confidentiality.	94.2 92.4 94.7 87.5 82.1 84.5 56.0 84.9 95.5 46.7	94.6 92.2 94.8 87.4 82.8 84.0 55.2 84.5 95.5 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.) 2. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.) 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.) 5. Response to text— (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential— (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		46.9 76.6 52.6 84.9 36.9 52.5	47.0 76.9 52.6 84.1 36.8 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) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		96.7 93.7 96.0 80.3 88.2 85.4 76.4 80.0 75.5 88.8	96.0 93.4 95.7 78.9 87.2 85.0 74.5 79.7 75.0 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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		85.8 59.1 56.2 59.1 73.1 43.2 57.0	85.9 60.4 56.9 57.6 73.8 43.2 57.6



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

NLESD - Eastern Region

School #: 289 St. Peter's Elementary, Upper Island Cove Grades: K-9	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=21]	[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)	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?) 9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	89.5	84.9 95.5	84.5 95.5
9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 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)	89.5 26.3	95.5 46.7	95.5 47.3
10. Interential – (3) / 4 Making Interences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	20.3	40.7	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 76.6	47.0 76.9
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.)	63.2 60.5	52.6	52.6
4. Inferential – (3) / 4 Ose text reatures to determine content and obtain information / (identify a reature 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.) 15. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	58.8 76.5	80.3 88.2	78.9
16. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)			87.2
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 70.6	85.4 76.4	85.0 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.)) 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?)	64.7	59.1	57.6
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	82.4 29.4	73.1 43.2	73.8 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



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

NLESD - Eastern Region

School #: 291 Perlwin Elementary, Winterton Grades: K-6	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=9]	[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)	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.) 5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	88.9 22.2	84.9 36.9	84.1 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.) 15. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	87.5	80.3	78.9
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	88.2	87.2
17. Inferential – (3) / 4 Construct meaning, predict on the basis of what makes sense / (what would happen if you were in this story?) 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 87.5	85.4	85.0
18. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	87.5 87.5	76.4 80.0	74.5 79.7
19. Inferential – (3) / 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.)) 5. Information – (1-2) / 4. Make informace by drawing on their away avantages and alway in the toyl / (find the main pharmater feet hetter at the and 2)	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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	100.0	73.1	73.8
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	43.2	43.2
The state of the state of the state of the desire of the desire of the desire of the state of th	62.5	57.0	57.6



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

NLESD - Eastern Region

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

School #: 294 St. Augustine's Elementary, Bell Island Grades: K-6	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=19]	[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)	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.) 2. Inferential — (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.) 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.) 5. Response to text — (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential — (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	50.0 75.0 62.5 75.0 62.5 43.8	46.9 76.6 52.6 84.9 36.9 52.5	47.0 76.9 52.6 84.1 36.8 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)	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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	96.9 62.5 62.5 75.0 62.5 25.0 31.3	85.8 59.1 56.2 59.1 73.1 43.2 57.0	85.9 60.4 56.9 57.6 73.8 43.2 57.6



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

NLESD - Eastern Region

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

Ochoon #. 000 Oc. Edward & Elementary, Conception Bay Count (Nemgreway) addes. It o	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=79]	[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)	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 30.9	84.9 36.9	84.1 36.8
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	50.9	50.9 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)	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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience 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) 3. Inferential= (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	49.3 46.5	59.1 56.2	60.4 56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	56.3	50.2 59.1	56.9 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



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

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

ochool #. 000 Ot. George's Elementary, conception buy count (manacis) oraces. It o	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=31]	[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)	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 41.4	84.9 36.9	84.1 36.8
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	58.6	50.9 52.5	52.0
Fiction Colored Bonney (Credo Lovel) (Outcome No. (Outcome //town neversetor)			
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	100.0	00.7	00.0
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.) 13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	100.0	93.7	93.4
13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Onderstanding main character s actions.) 14. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	92.9 78.6	96.0 80.3	95.7 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?)			-
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.)	89.3 71.4	85.4 76.4	85.0 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
	30.4	00.0	00.0
Constructed Response 1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	22.2	05.0	05.0
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe now you are similar to main character.)	92.9 57.1	85.8 59.1	85.9 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
			•

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



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

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.) 2. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.) 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.) 5. Response to text— (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential— (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	27.3 73.9 44.3 77.3 31.8 44.3	46.9 76.6 52.6 84.9 36.9 52.5	47.0 76.9 52.6 84.1 36.8 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)	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?) Constructed Response	85.7	88.8	88.6
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.) 7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	52.4	43.2	43.2
r. Interential — (3) r + making predictions and interences by drawing on the author's implied cides r (Extend beyond the story (behaviour of main character.))	57.1	57.0	57.6



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

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

School #: 309 Morris Academy, Mount Pearl Grades: K-5	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=43]	[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)	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. Comprehensión – (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.) 2. Inferential — (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.) 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.) 5. Response to text — (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential — (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	41.7 72.2 59.7 72.2 47.2 54.2	46.9 76.6 52.6 84.9 36.9 52.5	47.0 76.9 52.6 84.1 36.8 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)	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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	92.9 62.9 45.7 54.3 68.6 37.1 60.0	85.8 59.1 56.2 59.1 73.1 43.2 57.0	85.9 60.4 56.9 57.6 73.8 43.2 57.6
	I 60.0	J 57.0	J 57.6



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

NLESD - Eastern Region

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

School #: 316 St. Peter's Primary, Mount Pean Grades: K-3	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=106]	[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)	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			
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 50.0	36.9 52.5	36.8 52.0
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	30.0	32.3	32.0
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)	98.9	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			1
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) 3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	49.5	59.1	60.4
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	50.5	56.2 59.1	56.9 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?)	56.0 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
	, 55.0		1



NLESD - Eastern Region∎ (Outcome Analysis: % of students who selected correct response)

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

School #: 317	St. Francis of Assisi Elementary, Logy Bay/Middle Cove/OutanatesreK-6	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=37]	[N=2,494]	[N=4,129]
Non-Fictio	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Comprehens 	sion – (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
Comprehens	sion – (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
Comprehens	sion – (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
Comprehens	sion – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	77.8	84.5	84.0
	sion – (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
Inferential –	(1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	75.0	84.9	84.5
 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 Re	sponse on– (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
	yr (1-2) / 4 Ose a variety of strategies to create meaning / (Fin in the missing blanks in the table using information from the text.) 1) / 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
	y) 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
) / 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
	ext – (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
	elected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	(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
	ion – (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
	(1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	97.1	96.0	95.7
	(1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	82.9	80.3	78.9
	ion – (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
	(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
	(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
	(3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	80.0	80.0	79.7
	(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
•	(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 Res	sponse ext – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	00.0	05.0	05.0
,	ext = (3) / 6 Make personal connections to text and describe / (Describe now you are similar to main character)	86.8 73.5	85.8 59.1	85.9 60.4
	/ 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	47.1	56.2	56.9
	n – (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
	/ 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



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

NLESD - Eastern Region

School #: 318 Holy Family Elementary, Paradise Grades: K-6	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=89]	[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)	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.) 2. Inferential — (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.) 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.) 5. Response to text — (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential — (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	50.6 81.3 57.8 88.0 42.2 57.8	46.9 76.6 52.6 84.9 36.9 52.5	47.0 76.9 52.6 84.1 36.8 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) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	97.5 96.3 97.5 85.0 93.8 86.3 81.3 82.5 87.5	96.7 93.7 96.0 80.3 88.2 85.4 76.4 80.0 75.5 88.8	96.0 93.4 95.7 78.9 87.2 85.0 74.5 79.7 75.0 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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 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 50.6 60.2 65.1 75.9 48.2 71.1	85.8 59.1 56.2 59.1 73.1 43.2 57.0	85.9 60.4 56.9 57.6 73.8 43.2 57.6



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

NLESD - Eastern Region

School #: 320	Beachy Cove Elementary, Portugal Cove - St. Philip's Grades: K-6	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=64]	[N=2,494]	[N=4,129]
Non-Fictio	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Comprehens 	sion – (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
Comprehens	sion – (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
	- (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	88.3	87.5	87.4
	sion – (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
	nsion – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	85.0	84.5	84.0
	sion – (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
	- (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	85.0	84.9	84.5
	- (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 Re				
	on– (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
	3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	82.2 64.4	76.6	76.9
	3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.)	86.4 86.4	52.6 84.9	52.6 84.1
	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.) 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
	b) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	62.7	52.5	52.0
11. Inferential –	celected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) (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
	sion – (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
	(1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	94.7	96.0	95.7
	(1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	82.5	80.3	78.9
	sion – (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
	(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
	(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
	(3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	80.7	80.0	79.7
	(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. Interential – (Constructed Res	(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
	ext – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	78.6	85.8	85.9
	ext – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	69.6	59.1	60.4
	/ 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	62.5	56.2	56.9
	on – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	64.3	59.1	57.6
	-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
) / 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. Interential – (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



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

NLESD - Eastern Region∎

School #: 325 Bishop Abraham Elementary, St. John's Grades: K-6 **Province** Region School Cognitive Level - Outcome (item parameter) [N=31] [N=2,494] [N=4,129] Item Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 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 Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 92.4 100.0 92.2 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 96.3 87.5 87.4 Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour) 82.8 Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 85.2 82.1 84.5 Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary) 85.2 84.0 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 Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) 88.9 84.9 84.5 Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 88.9 95.5 95.5 46.7 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 47.3 Constructed Response 32.1 46.9 47.0 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.) 66.1 76.6 76.9 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 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 82.1 84.9 84.1 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.) 36.9 36.8 35.7 5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 48.2 52.5 52.0 6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) 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.) 93.7 84.6 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.) 8.08 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** 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.))

57.6

137

57.0

65.4



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

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)			
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			
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.) 5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	68.4 21.1	84.9 36.9	84.1 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) 11. Inferential — (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	94.4 94.4	96.7 93.7	96.0 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 1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	88.9 77.8 77.8 33.3 72.2 50.0	85.8 59.1 56.2 59.1 73.1 43.2	85.9 60.4 56.9 57.6 73.8 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



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

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

School #: 331 Cowan Heights Elementary, St. John's Grades: K-7	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=29]	[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)	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. Comprehensión – (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 50.0	84.9 36.9	84.1 36.8
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	61.5	50.9 52.5	50.6 52.0
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	01.0	02.0	02.0
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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	89.3	85.8 50.1	85.9
3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	57.1 57.1	59.1 56.2	60.4 56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	67.1	56.2 59.1	56.9 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
	, 55.0	01.0	1 07.0



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

NLESD - Eastern Region

School #: 334 Larkhall Academy, St. John's Grades: K-6 **Province** Region School Cognitive Level - Outcome (item parameter) [N=44] [N=2,494] [N=4,129] Item Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 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 Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 92.4 96.8 92.2 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 90.3 87.5 87.4 Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour) 82.8 Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 83.9 82.1 84.5 Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary) 93.6 84.0 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 Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) 74.2 84.9 84.5 Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 96.8 95.5 95.5 46.7 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 47.3 Constructed Response 51.6 46.9 47.0 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.) 72.6 76.6 76.9 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 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 87.1 84.9 84.1 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.) 36.9 36.8 38.7 5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 51.6 52.5 52.0 6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) 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.) 96.0 95.7 100.0 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?) 794 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** 94.1 85.8 85.9 64.7 59.1 60.4

1. Response	to text	– (3) / 6
2 Resnonse	to text	_ (3) / 6

 Response to text – (3) / 6 	Make personal connections to text and describe / (Describe now you are similar to main character.)	
2. Response to text - (3) / 6	Make personal connections to text and describe / (Describe an experience similar to main character)

^{3.} Inferential—(3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)

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

56.9

57.6

73.8

43.2

57.6

140

56.2

59.1

73.1

43.2

57.0

70.6

55.9

82.4

55.9

79.4

^{4.} Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))

^{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?)

^{6.} Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)

^{7.} Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))



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

NLESD - Eastern Region

School #: 337 Goulds Elementary, St. John's (Goulds) Grades: K-5	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=74]	[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)	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.) 5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	83.6 57.4	84.9 36.9	84.1 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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	80.6 67.7 72.6 64.5 80.6	85.8 59.1 56.2 59.1 73.1	85.9 60.4 56.9 57.6 73.8
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 51.6	43.2 57.0	43.2 57.6
(a)	j 51.6	J 5/.U	0.10



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

NLESD - Eastern Region

School #: 342 MacDonald Drive Elementary, St. John's Grades: K-6	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=51]	[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)	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 40.8	84.9 36.9	84.1 36.8
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	48.0	52.5	52.0
6. Interential - (3) / 6 Express and explain opinion / (which animal has the most unusual eyesight.)	10.0	02.0	02.0
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) 3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	47.7	59.1	60.4
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	72.7 40.9	56.2 59.1	56.9 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?)	40.9 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
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(Outcome Analysis: % of students who selected correct response)

NLESD - Eastern Region

School #: 345 Mary Queen of Peace Elementary, St. John's Grades: K-6	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=45]	[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)	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.) 2. Inferential — (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.) 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.) 5. Response to text — (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential — (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	66.7 87.8 72.2 88.9 55.6 57.8	46.9 76.6 52.6 84.9 36.9 52.5	47.0 76.9 52.6 84.1 36.8 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) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	97.6 95.2 95.2 81.0 85.7	96.7 93.7 96.0 80.3 88.2	96.0 93.4 95.7 78.9
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	87.2 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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 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 83.3 59.5 76.2 85.7 78.6 90.5	85.8 59.1 56.2 59.1 73.1 43.2 57.0	85.9 60.4 56.9 57.6 73.8 43.2 57.6



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

NLESD - Eastern Region

VLESD - Lastern Region

School #: 348	Roncalli Elementary, St. John's Grades: K-6	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=67]	[N=2,494]	[N=4,129]
Non-Fict	ion Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	nsion – (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
	nsion – (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
	- (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
	– (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	83.6	87.5	87.4
	nsion – (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
	nsion – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	89.6	84.5	84.0
	nsion – (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
	(1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	82.1	84.9	84.5
	- (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	100.0	95.5	95.5
10. Interential	– (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
2. Inferential – 3. Inferential – 4. Inferential – 5. Response to	Response Company Compa	46.3 84.3 57.5 88.1 26.9 51.5	46.9 76.6 52.6 84.9 36.9 52.5	47.0 76.9 52.6 84.1 36.8 52.0
 11. Inferential 12. Comprehe 13. Inferential 14. Inferential 15. Comprehe 16. Inferential 17. Inferential 18. Inferential 19. Inferential 20. Inferential 	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) - (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret) - (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) - (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) - (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) - (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) - (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.) - (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) - (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.) - (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	95.3 92.2 93.8 84.4 89.1 82.8 82.8 76.6 73.4 87.5	96.7 93.7 96.0 80.3 88.2 85.4 76.4 80.0 75.5 88.8	96.0 93.4 95.7 78.9 87.2 85.0 74.5 79.7 75.0 88.6
2. Response to 3. Inferential— (4. Comprehens 5. Inferential— 6. Inferential—	text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) text – (3) / 6 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) tion – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	82.5 68.3 54.0 58.7 69.8 44.4 57.1	85.8 59.1 56.2 59.1 73.1 43.2 57.0	85.9 60.4 56.9 57.6 73.8 43.2 57.6



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

NLESD - Eastern Region

School #: 349 St. Andrew's 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)			
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 38.1	84.9 36.9	84.1 36.8
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	78.6	52.5	52.0
c. Interential (e), a Express and explain opinion / (which alimnal has the most unastable eyesight.)			
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?) Constructed Response	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.)		05.0	05.0
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	91.7 61.1	85.8 59.1	85.9 60.4
3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	50.0	56.2	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



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

Grades: K-9

School #: 350 St. John Bosco School, St. John's

Condition with a contract of the contract of t	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=21]	[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)	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 52.8	36.9 52.5	36.8 52.0
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	52.6	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)	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.)) 5. Information – (1-2) / 4. Make informace by drawing on their own experiences and alway in the tout / (Did the main character feet better at the and?)	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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	85.0	73.1	73.8
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	43.2	43.2
1. Institute (b) 1. Intering production and instituted by drawing on the dathor's implied dides 1 (Externa beyond the story (behaviour or main didiation.))	60.0	57.0	57.6



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

NLESD - Eastern Region

School #: 355 St. Mary's Elementary, St. John's Grades: K-6	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=28]	[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)	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. Comprehensión – (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.) 2. Inferential — (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.) 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.) 5. Response to text — (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	60.7 92.9 57.1 89.3 35.7	46.9 76.6 52.6 84.9 36.9	47.0 76.9 52.6 84.1 36.8
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	60.7	52.5	52.0
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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	90.7 40.7 51.9 66.7 74.1 37.0	85.8 59.1 56.2 59.1 73.1 43.2	85.9 60.4 56.9 57.6 73.8 43.2
The state of the s	70.4	57.0	57.6



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

NLESD - Eastern Region

School #: 356 St. Matthews Elementary, St. John's Grades: K-7	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=32]	[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)	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 82.6	52.6 84.9	52.6 84.1
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.) 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) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	100.0 95.2 85.7 85.7 90.5 95.2 81.0 76.2 76.2 90.5	96.7 93.7 96.0 80.3 88.2 85.4 76.4 80.0 75.5 88.8	96.0 93.4 95.7 78.9 87.2 85.0 74.5 79.7 75.0 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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 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 38.1 61.9 61.9 71.4 14.3 61.9	85.8 59.1 56.2 59.1 73.1 43.2 57.0	85.9 60.4 56.9 57.6 73.8 43.2 57.6



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

School #: 360 Rennie's River Elementary School, St. John's 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)	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) / À 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 48.8	36.9 52.5	36.8 52.0
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	40.0	32.3	32.0
Finting Calasted Boomers (Orada Laval) (Outcome No. (Outcome (//town november)			
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	00.0	00 7	
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.) 13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	92.9	93.7	93.4
13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	95.2 81.0	96.0 80.3	95.7 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	
16. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)			87.2
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.)	88.1 90.5	85.4 76.4	85.0 74.5
18. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	78.6	76.4 80.0	74.5 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
	00.2	00.0	00.0
Constructed Response 1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)		0-0	05.0
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe now you are similar to main character.)	83.7 55.8	85.8 59.1	85.9 60.4
3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	62.8	59.1 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
	•		•



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

NLESD - Eastern Region

School #: 362 St. Teresa's School/Ecole Ste-Thérèse, St. John's 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)	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	25.0	40.0	47.0
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 59.0	46.9 76.6	47.0 76.9
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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	70.0 52.6	52.6
4. Inferential – (3) / 4 Ose text reatures to determine content and obtain information / (identify a reature of text and explain its purpose in the text.) 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)	400.0	00.7	00.0
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.) 14. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	100.0 80.0	96.0	95.7 78.9
15. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))		80.3 88.2	
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		87.2
17. Inferential – (3) / 4 Constituct meaning, predict on the basis of what makes sense / (What would happen if you were in this story:) 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 75.0	85.4	85.0
18. Inferential – (1-2) / 4 Waking inferences by drawing on the author's implied cides and their own experience (110w the main character revealed his secret.) 18. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	75.0 82.5	76.4 80.0	74.5 79.7
19. Inferential – (3) / 4 Ose pictorial texts to determine content / (200k at visual and determine character's reelings.) 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 – (1) / 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
	90.0	00.0	00.0
Constructed Response			
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	82.5	85.8 50.4	85.9
3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	65.0 47.5	59.1 56.2	60.4 56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	62.5	50.2 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?)	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



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

Grades: K-6

School #: 363 Vanier Elementary, St. John's

Ochoon #. 000 Varior Elementary, Ot. Commo	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=18]	[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)	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 50.0	36.9 52.5	36.8 52.0
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)			
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. Persons to text (2) / 6. Make personal connections to text and describe / (Describe how you are similar to main character.)			
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	69.2 53.8	85.8 59.1	85.9 60.4
3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	38.5	59.1 56.2	56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	46.2	50.2 59.1	50.9 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
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(Outcome Analysis: % of students who selected correct response)

NLESD - Eastern Region

School #: 364 Virginia Park Elementary, St. John's Grades: K-6	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=24]	[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)	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 11.8	84.9 36.9	84.1 36.8
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	29.4	52.5	52.0
0. Interential - (3) / 0 Express and explain opinion / (which animal has the most unusual eyesight.)		02.0	02.0
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.) 18. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	55.0	76.4 80.0	74.5
19. Inferential – (3) / 4 Ose pictorial texts to determine content / (Look at visual and determine character's reenings.) 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.)	65.0 60.0	75.5	79.7 75.0
20. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	85.0	75.5 88.8	88.6
	05.0	00.0	00.0
Constructed Response			
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	82.5 25.0	85.8 59.1	85.9 60.4
3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	25.0 35.0	59.1 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



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

NLESD - Eastern Region

School #: 366 Topsail Elementary, Conception Bay South (Topsail) Grades: K-4	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=58]	[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)	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 51.0	36.9 52.5	36.8 52.0
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	31.0	32.0	32.0
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)	04.4	00.7	00.0
12. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)	94.4	96.7	96.0
13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	96.3	93.7	93.4 95.7
14. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	100.0 81.5	96.0 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.))	90.7	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?)	90.7 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.)) 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?)	59.3	59.1	57.6
6. Inferential – (1-2) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	63.0	73.1	73.8
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	25.9 63.0	43.2 57.0	43.2 57.6
1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1	03.0	1 37.0	0.10

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 - Eastern Region∎ (Outcome Analysis: % of students who selected correct response)

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

Grades: N-0	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=88]	[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)	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?) 9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	84.8	84.9	84.5 95.5
interestinal (e) is the design at the design and design and design and the matter of phonometricity	96.2 45.6	95.5 46.7	95.5 47.3
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)	45.0	40.7	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 79.0	52.6 84.9	52.6 84.1
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.) 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) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	94.1 95.2 98.8 78.6 85.7 86.9 77.4 81.0 67.9 90.5	96.7 93.7 96.0 80.3 88.2 85.4 76.4 80.0 75.5 88.8	96.0 93.4 95.7 78.9 87.2 85.0 74.5 79.7 75.0 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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	81.5 64.3 56.0 56.0 77.4 50.0 57.1	85.8 59.1 56.2 59.1 73.1 43.2 57.0	85.9 60.4 56.9 57.6 73.8 43.2 57.6



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

NLESD - Eastern Region

School #: 370	Stella Maris Academy, Trepassey Grades: K-12	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=1]	[N=2,494]	[N=4,129]
 Compreher Inferential Inferential Compreher Compreher Compreher Inferential Inferential 	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) nsion — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) nsion — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) — (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon) — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour) nsion — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) nsion — (3) / 4 Use features of text to obtain information / (Refer to the Glossary) nsion — (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?) — (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) — (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation)	School data with 5 or fewer students withheld for reasons of confidentiality.	94.2 92.4 94.7 87.5 82.1 84.5 56.0 84.9 95.5 46.7	94.6 92.2 94.8 87.4 82.8 84.0 55.2 84.5 95.5 47.3
2. Inferential – (3. Inferential – (4. Inferential – (5. Response to	esponse ion— (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) 3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.) 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.) text — (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)		46.9 76.6 52.6 84.9 36.9 52.5	47.0 76.9 52.6 84.1 36.8 52.0
 11. Inferential – 12. Comprehen 13. Inferential – 14. Inferential – 15. Comprehen 16. Inferential – 17. Inferential – 18. Inferential – 19. Inferential – 	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) - (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret) sion — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) sion — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.) (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) (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.) (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)		96.7 93.7 96.0 80.3 88.2 85.4 76.4 80.0 75.5 88.8	96.0 93.4 95.7 78.9 87.2 85.0 74.5 79.7 75.0 88.6
2. Response to t 3. Inferential— (3 4. Comprehension 5. Inferential— (3 6. Inferential— (3	esponse lext – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) lext – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) lext – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) lext – (3) / 6 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) lon – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) l-2) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?) lext – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) lext – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		85.8 59.1 56.2 59.1 73.1 43.2 57.0	85.9 60.4 56.9 57.6 73.8 43.2 57.6



NLESD - Eastern Region∎ (Outcome Analysis: % of students who selected correct response)

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

Control #. Of 1 Oppor Cumes Elementary, Control Bay Court (Oppor Command). It o	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=67]	[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)	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) / À 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 46.0	36.9 52.5	36.8 52.0
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	40.0	02.0	02.0
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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience 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) 3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	56.5 56.5	59.1 56.2	60.4 56.9
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	56.5 64.5	56.∠ 59.1	56.9 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
	1 70.7	07.0	1 07.0

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



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

NLESD - Eastern Region

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

School #: 372 St. Bernard's Elementary, Witless Bay Grades: K-6	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=45]	[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)	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			
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) / À 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 36.9	84.1 36.8
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	31.8 52.3	52.5	52.0
0. Interential - (3) / 0 Express and explain opinion / (which animal has the most unusual eyesight.)	02.0	02.0	52.5
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.)	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?) Constructed Response	90.0	88.8	88.6
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)	92.5 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



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

Grades: K-12

School #: 427 Holy Name of Mary Academy, Lawn

Ochool #. 421 Pholy Name of Mary Academy, Lawn Chades. IC 12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=7]	[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)	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 36.8
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	100.0 91.7	36.9 52.5	50.8 52.0
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	91.7	32.3	32.0
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.)) 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	59.1	57.6
6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	57.1	73.1 43.2	73.8 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 57.1	43.2 57.0	43.2 57.6
	J 37.1	J 37.0	1 37.0



School #: 430

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

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

Grades: K-12

NLESD - Eastern Region

St. Mark's School, King's Cove

Province Region School Cognitive Level - Outcome (item parameter) [N=1] [N=2,494] [N=4,129] Item Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) School data Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 94.2 94.6 with 5 or fewer Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 92.4 92.2 students 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 withheld for 87.5 87.4 Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour) reasons of Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 82.1 82.8 confidentiality 84.5 Comprehension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary) 84.0 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 Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) 84.9 84.5 Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 95.5 95.5 46.7 Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation) 47.3 Constructed Response 46.9 47.0 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.) 76.6 76.9 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 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 84.9 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.) 84.1 36.9 36.8 5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 52.5 52.0 6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) 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.)
- 14. Inferential (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)
- 15. Comprehension (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))
- 16. Inferential (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)
- 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.)
- 18. Inferential (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)
- 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.)
- 20. Inferential (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)

Constructed Response

- 1. Response to text (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)
- 2. Response to text (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)
- 3. Inferential—(3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)
- 4. Comprehension (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))
- 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?)
- 6. Inferential (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)
- 7. Inferential (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))

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

96.0

80.3

88.2

85 4

76.4

0.08

75.5

88.8

85.8

59.1

56.2

59.1

73.1

43.2

57.0

95.7

78.9

87.2

85.0

74.5

79.7

75.0

88.6

85.9

60.4

56.9

57.6

73.8

43.2

57.6



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

NLESD - Eastern Region

School #: 431 Southwest Arm Academy, Little Heart's Ease Grades: K-12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=7]	[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)	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 47.3
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 58.3	76.6 52.6	76.9 52.6
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.) 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.) 18. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	100.0	76.4	74.5
19. Inferential – (3) / 4 Ose pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.)	60.0 100.0	80.0 75.5	79.7 75.0
20. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied cides and their own experience / (110w did mends react to the revealed secret.) 20. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	80.0	75.5 88.8	75.0 88.6
Constructed Response	80.0	00.0	00.0
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.) 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	43.2	43.2
r. Interential — (3) r + making predictions and interences by drawing on the author's intiplied clues r (Extend beyond the story (behaviour of findin character.))	40.0	57.0	57.6

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

NLESD - Eastern Region

Non-Fiction Solected Response: ("Grad Level") / Outcome No. / Outcome (Item parameter) 1. Comprehension—(12) 4 Use a variety of strategies to create meaning. (Read or meaning (Retrieve information from the text) 1. Comprehension—(12) 4 Use a variety of strategies to create meaning. (Read or meaning (Retrieve information from the text) 1. Comprehension—(12) 4 Use a variety of strategies to create meaning. (Read or meaning (Retrieve information from the text) 1. Comprehension—(12) 4 Use a variety of strategies to create meaning. (Read of the comprehension of the comprehension—(12) 4 Use a variety of strategies to create meaning. (Read of the meaning (Retrieve information from the text) 1. Comprehension—(12) 4 Use a variety of strategies to create meaning. (Read for meaning (Retrieve information from the text) 1. Comprehension—(12) 4 Use a variety of strategies to create meaning. (Read for meaning (Retrieve information from the text) 1. Comprehension—(12) 4 Use a variety of strategies to create meaning. (Retrieve information from the text) 1. Comprehension—(12) 4 Use a variety of strategies to create meaning. (Retrieve information from the text) 1. Comprehension—(12) 4 Use a variety of strategies to create meaning. (Retrieve information from the text) 1. Comprehension—(12) 4 Use a variety of strategies to create meaning. (Retrieve information from text to another situation) 1. Comprehension—(12) 4 Use a variety of strategies to create meaning. (Retrieve information from text to another situation) 1. Comprehension—(12) 4 Use a variety of strategies to create meaning. (Retrieve information from text to another situation) 1. Comprehension—(12) 4 Use a variety of strategies to create meaning. (Retrieve information from text to another situation) 1. Comprehension—(12) 4 Use a variety of strategies to create meaning. (Retrieve information from text to another situation) 1. Comprehension—(12) 4 Use a variety of strategies to create meaning. (Retrieve information from text to another situ	School #: 433 Tricon Elementary, Bay de Verde Grades: K-6	School	Region	Province
1. Comprehension - (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retirevie information from the text) 2. Comprehension - (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retirevie information from the text) 3. Inferential - (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon) 3.3 94.7 3. Comprehension - (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retirevie information from the text) 3. Comprehension - (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retirevie information from the text) 3. Comprehension - (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retirevie information from the text) 3. Comprehension - (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retirevie information) 3. Comprehension - (1-2) / 4 Use a variety of strategies to rester the control of t	Item Cognitive Level - Outcome (item parameter)	[N=15]	[N=2,494]	[N=4,129]
2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retireve information from the text) 3. Inferential – (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing and observed natural) phenomenon) 39.3 87.5 87.4 4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour) 39.3 87.5 87.4 5. Comprehension – (3) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retireve information) 5. Comprehension – (3) / 4 Use a variety of strategies to create meaning / (Read for meaning) 5. Comprehension – (3) / 4 Use a variety of strategies to create meaning / (What was one of the animals different from the other?) 5. Comprehension – (3) / 4 Use a variety of strategies to create meaning / (What was one of the animals different from the other?) 5. Comprehension – (3) / 4 Use a variety of strategies to result meaning / (What was one of the text) / (Extend on information from text to another situation) 5. Comprehension – (3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blacks in the table using information from text to another situation) 6. Constructed Response 6. Constructed Response 7. Comprehension – (3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blacks in the table using information from the text.) 7. Comprehension – (1) / 4 Use a variety of strategies to create meaning / (Fill in the missing blacks in the table using information from the text.) 7. Comprehension – (1) / 4 Use a variety of strategies to create meaning / (Fill in the missing blacks in the table using information from the text.) 7. Comprehension – (1) / 4 Use a variety of strategies to create meaning / (Fill in the missing blacks in the table using information from the text.) 7. Comprehension – (1) / 4 Use a variety of strategies to create meaning / (Fill in the missing blacks in the table using information from the text.) 7. Comprehension – (1	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
3. Inferential - (1-2) 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed instural phenomenon) 4. Inferential - (3) 4 Use provided texts to determine content / (Lock at visual and determine animal behaviour) 5. Comprehension - (12) 4 Use a variety of strategies to create meaning / (Read for meaning (Retive information from the text) 6. Comprehension - (12) 4 Use a variety of strategies to create meaning / (Read for meaning (Retive information from the text) 7. Comprehension - (12) 4 Use a variety of strategies to create meaning / What makes one clothic between the two and strain of the comprehension - (12) 4 Use a variety of strategies to create meaning / What makes one clothic between the two and strain of the comprehension - (12) 4 Use a variety of strategies to create meaning / (Fill in the missing behaviour) 5. Inferential - (3) 4 Use a variety of strategies to create meaning / (Fill in the missing behaviour) 6. Control of the comprehension - (12) 4 Use a variety of strategies to create meaning / (Fill in the missing behaviour) 7. Comprehension - (12) 4 Use a variety of strategies to create meaning / (Fill in the missing behaviour) 8. Inferential - (3) 4 Make connections between what they read and their own experiences and knowledge / (few is your experience) 8. Inferential - (3) 4 Use a variety of strategies to create meaning / (Fill in the missing behaviour) 9. Inferential - (3) 4 Use a variety of strategies to create meaning / (Fill in the missing behaviour) 9. Inferential - (3) 4 Use a variety of strategies to create meaning / (Fill in the missing behaviour) 9. Inferential - (3) 4 Use a variety of strategies to create meaning / (Fill in the missing behaviour) 9. Inferential - (3) 4 Use variety of strategies to create meaning / (Fill in the missing behaviour) 9. Inferential - (1) 4 Use variety of strategies to create meaning / (Fill in the missing behaviour) 9. Inferential - (1-2) 4 Making inferences by drawing on the author's implied c	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
Interential - (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	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
5. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text) 5. Comprehension — (1-12) / 4 Use a variety of strategies to create meaning / (What makes one of the animals different from the text) 7. Comprehension — (1-12) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the two animals? 8. Inferential — (1-2) / 4 Mise connections between texts / (Which word best describes relationship between the two animals?) 9. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 10. Inferential — (3) / 4 Misking inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation) 20. Tomprehension—(1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the text / (Extend on information from text to another situation) 20. Tomprehension—(1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the text / (Extend on information) 20. Tomprehension—(1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the text / (Extend on information) 21. Inferential—(3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the text / (Extend on information) 22. Inferential—(3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the specific of text and explain its purpose in the text.) 22. Inferential—(3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the specific of text and explain its purpose in the text.) 23. Inferential—(3) / 4 Uses to inferential in trust using a pecular knowledge lase as a fame of fetterior (Pilkerty heritage) 23. Inferential—(3) / 4 Uses to inferential in trust using a pecular knowledge lase as a fame of fetterior (Pilkerty heritage) 23. Inferential—(3) / 4 Uses variety of strat	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		94.8
6. Comprehension — (3) / 4 Use features of text to obtain information / (Refer to the Glossary) 7. Comprehension — (12) / 4. Wask executed of strategies to create meaning / Whith makes one of the animals different from the other?) 8. Inferential — (3) / 4 Use pictorial texts to determine content / Look at visual and determine the natural phenomenon — (3) / 4 Use pictorial texts to determine content / Look at visual and determine the natural phenomenon — (3) / 4 Use pictorial texts to determine content / Look at visual and determine the natural phenomenon — (3) / 4 Use visitorial texts to determine content / Look at visual and determine the natural phenomenon — (3) / 4 Use visitorial intents of the natural phenomenon of the natural pheno	4. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	93.3	87.5	87.4
7. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?) 8. Inferential—(1-2) / 4 Make connections between tests' (which word best describes relationship between the two animals?) 9. Inferential—(3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 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. Constructed Response 1. Comprehension—(2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the fext.) 1. Comprehension—(3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the fext.) 2. Comprehension—(3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the fext.) 3. Inferential—(3) / 4 Use text features to determine content and obtain information / (discribly a feature of text and explain its purpose in the fext.) 3. Inferential—(3) / 4 Use text features to determine content and obtain information / (discribly a feature of text and explain its purpose in the fext.) 4. Inferential—(3) / 6 Wake personal connection to text and describe / (Describe your life with the eyesight of an animal) 5. Response to text—(3) / 6 Wake personal connection to text and describe / (Describe your life with the eyesight of an animal) 6. Inferential—(1-2) / 4 Wake in grider content in text using a personal knowledge beas as a frame of reference / (When the describe in the fext.) 1. Inferential—(1-2) / 4 Wake ing inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret.) 1. Inferential—(1-2) / 4 Wake ing inferences by drawing on the author's implied clues and their own experience / (Why character traits from contextual clues / (When strandarder's		86.7	82.1	82.8
8. Inferential - (1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation) 20. Inferential - (3) / 4 Use particular destances by drawing on their own experiences and clues in the text / (Extend on information from text to another situation) 20. 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. Inferential - (3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) 21. Inferential - (3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) 22. Inferential - (3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) 23. Inferential - (3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) 33. Inferential - (3) / 4 Uses a variety of strategies to create meaning / (Fill in the missing blanks in the table using a personal knowledge base as a frame of reference / (Identity a feature of text and explain its purpose in the text.) 33. Inferential - (3) / 4 Destances in text - (3) / 6 Magine personal knowledge base as a frame of reference / (Identity a feature of text and explain its purpose in the text.) 34. Inferential - (3) / 2 Express and explain opinion / (Which animal has the most unusual eyesight of an animal.) 35. Inferential - (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret.) 35. Inferential - (1-2) / 4 Identity character traits from contextual clues / (Why main character van servous) 35. Inferential - (1-2) / 4 Identity character traits from contextual clues / (Understanding main character's actions) 36. Inferential - (1-2) / 4 Identity charac		80.0	84.5	84.0
9. Inferential – (3) / 4 Use pictorial texts to determine content // Look at visual and determine the natural phenomenon) 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. 46.7 47. 46.7 47. 46.7 47. 46.7 48.7 46.7 48.7 48.7 48.7 48.7 48.7 48.7 48.7 48		73.3	56.0	55.2
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.) 2. Internatia— (3) / 4 Use text features to determine content and obtain information (Identify a feature of text and explain its purpose in the text.) 3. Inferentia— (3) / 4 Use text features to determine content and obtain information (Identify a feature of text and explain its purpose in the text.) 3. Inferentia— (3) / 4 Use text features to determine content and obtain information (Identify a feature of text and explain its purpose in the text.) 3. Response to feat— (3) / 6 Use in the second of the second of the will the eyesight of an animal.) 3. Response to feat— (3) / 6 Use part features to determine to text and describe / (Describe) our file with the eyesight of an animal.) 4. Response to feat— (3) / 6 Uses part features (3) / 6 Uses and explain opinion / (Which animal has the most unusual eyesight.) 5. Response to feat— (3) / 6 Uses and explain opinion / (Which animal has the most unusual eyesight.) 5. Response to feat— (3) / 6 Uses and explain opinion / (Which animal has the most unusual eyesight.) 5. Comprehension— (1-2) / 4 Uses a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 5. Comprehension— (1-2) / 4 Uses a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 5. Comprehension— (1-2) / 4 Uses a variety of strategies to create meaning (Retrieve information from the text.) 5. Comprehension— (1-2) / 4 Uses a variety of strategies to create meaning (Retrieve information from the text.) 5. Comprehension— (1-2) / 4 Uses a variety of strategies to create meaning (Retrieve information from the text.) 5. Comprehension— (1-2) / 4 Uses a variety of strategies to create meaning (Retrieve information from the text.) 5. Comprehension— (1-2) / 4 Uses a variety of strategies to create meaning (Retrieve information from the text.) 5. Comprehension— (1-	8. Inferential – (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	93.3	84.9	84.5
Constructed Response 1. Comprehension- (1-2) / LUse a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) 2. Inderential – (3) / 4 Use the cite features to determine content and obtain information / (Identhy a feature of lett and explain its purpose in the text.) 3. Inderential – (3) / 4 Use the cite features to determine content and obtain information / (Identhy a feature of lett and explain its purpose in the text.) 4. Inderential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (Identhy) a feature of text and explain its purpose in the text.) 5. Response to text. – (3) / 6 Make personal connection to text and describe / (Describe you the winth the eyesight of an animal.) 6. Inderential – (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) 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.) 12. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 13. Inferential – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 14. Inferential – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 15. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 16. 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.) 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.) 18. Inferential – (1-2) / 4 Making inferences by drawing on			95.5	
1. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the tate bia using information from the text.) 2. Inferential—(3) / 4 Make connections between what they read and their own experiences and knowledge / (How is jour eyesight different than another animal?) 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.) 5. Response to text—(3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential—(3) / V. Describe your life with the eyesight of an animal.) 7. Experses and explain opinion / (Which animal has the most unusual eyesight.) 7. Inferential—(1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret) 7. Inferential—(1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience of with the eyesight of an animal.) 7. Inferential—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning) (Retrieve information from the text.) 7. Inferential—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning) (Retrieve information from the text.) 7. Inferential—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning) (Retrieve information from the text.) 7. Inferential—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning) (Retrieve information from the text.) 7. Inferential—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning) (Retrieve information from the text.) 7. Inferential—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning) (Retrieve information from the text.) 7. Inferential—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning) (Retrieve information from the text.) 7. Inferential—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning) (Ret	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
11. Inferential — (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning, predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 19. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) 21. Response to text — (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character) 22. Response to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 23. Inferential — (3) / 4 Valse internal the predictions between what they read and their own experiences and knowledge / (Is suggested title better?) 34. Comprehension — (1-2) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of	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.) 2. Inferential—(3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.) 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.) 5. Response to text—(3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	93.3 53.3 100.0 66.7	76.6 52.6 84.9 36.9	76.9 52.6 84.1 36.8
13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) 21. Response to text — (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 22. Response to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character.) 23. Inferential — (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 34. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 35. Inferential — (1-2) / 4 Make inferences by drawing on the author's implied clues in the text / (Old the main character feel better at the end?) 36. Inferential — (3) / 4 Make ingrences and clues in the text / (Old the main character.) 37. 80. 73. 73. 80. 75. 73. 80. 73. 73. 80. 75. 73. 80. 73. 73. 80. 75. 73. 80. 73. 73. 80. 73. 73. 80. 73. 73. 73. 73. 80. 73. 73. 73. 73. 73. 73. 73. 73. 73. 73	11. Inferential – (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret)			
14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) 21. Response to text—(3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 22. Response to text—(3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 23. Inferential—(3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 24. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 25. Inferential—(1-2) / 4 Make inferences by drawing on the author's implied clues / (The importance of the minor character.) 26. Inferential—(1-2) / 4 Make inferences by drawing on the author's implied clues / (The importance of the minor character.) 27. A 3.8 (1-2) / 4 3.2 (43.2)				
15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) 21. Response to text — (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 22. Response to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 23. Inferential — (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 3. Inferential — (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.) 46. Inferential — (1-2) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 47. So. Describe in five text of the minor character.) 48. So. Describe in the text of the minor character.) 48. So. Describe in the text of the minor character.) 48. So. Describe in the text of the minor character.) 48. Describe in the text of the minor character.) 48. Describe in the text of the minor character.) 48. Describe in the text of the minor character.) 48. Describe in the text of	14. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)			
16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) 10. Inferential — (3) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.) 20. Inferential — (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 21. Response to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 22. Response to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 23. Inferential — (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 24. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 25. Inferential — (1-2) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 26. Inferential — (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)		100.0	88.2	87.2
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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) Constructed Response 1. Response to text — (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 2. Response to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential — (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential — (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 73.3 76.4 74.5 74.5 74.5 75.0 80.0 75.5 75.0 80.0 75.5 80.0 75.5 80.0 88.8 85.9 96.7 85.8 85.9 96.7 86.7 96.				1
18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) 1. Response to text — (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 2. Response to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential — (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential — (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 73. 80.0 75.5 75.0 80.0 85.8 85.9 85.9 86.7 59.1 66.7 56.9 56.9 57.6 5	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.)			
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.) 2. Response to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension— (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 5. Inferential— (3) / 4 Make inferences by drawing on their own experiences and clues in the text/ (Did the main character feel better at the end?) 6. Inferential— (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 88.8 88.6 85.9 85.8 85.9 86.7 59.1 66.7 50.2 50.9 50.9 50.1 50.0 50.1 50.1 50.1 50.1 50.1 50.1 50.2 50.2 50.9 50.1 50.1 50.1 50.1 50.1 50.1 50.1 50.1 50.1 50.1 50.2 50.2 50.2 50.2 50.2 50.2 50.3 50.4 50.5 50.7 50.9		73.3		
Constructed Response 1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 85. 8 85. 9 86.7 59.1 66.7 59.1 57.6 73.8 66.7 43.2 43.2	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
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 85.8 85.9 60.4 60.7 59.1 57.6 73.8 66.7 73.1 73.8 66.7 43.2 43.2	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
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 85.8 85.9 60.4 60.7 59.1 57.6 73.8 66.7 73.1 73.8 66.7 43.2 43.2	Constructed Response			
2. Response to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension— (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential— (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 66.7 60.4 66.7 66.7 66.7 66.7 67.8 68.7 69.1 69.1 69.9 69.1 69.9 69.9 69.9 69.9	·	96.7	85.8	85.9
3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential — (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 66.7 66.9 56.9 57.6 73.8 66.7 66.7 43.2 43.2				
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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 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				56.9
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		86.7	59.1	57.6
7 1 5 11 10 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1				
7. Interential – (3) / 4 Making predictions and interences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.)) 80.0 57.0 57.6				
	7. Interential — (5) / 4 Making predictions and interences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	80.0	57.0	57.6



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

Grades: K-6

School #: 435 St. Anne's Academy, Dunville

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)			
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	56.7	46.9	47.0
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.)	76.7	76.6	76.9
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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)			
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 1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	04.0	05.0	05.0
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	91.9 58.1	85.8 59.1	85.9 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



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

NLESD - Eastern Region

School #: 442	Persalvic Elementary, Victoria Grades: K-8	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=27]	[N=2,494]	[N=4,129]
Non-Fict	ion Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Comprehe 	ension – (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
Comprehe	ension – (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
	– (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
	– (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	91.7	87.5	87.4
	ension – (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
	ension – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	87.5	84.5	84.0
	ension – (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
	- (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	83.3	84.9	84.5
	- (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon)	95.8 37.5	95.5 46.7	95.5 47.3
10. Interential	– (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	40.7	47.3
Constructed I				
	sion— (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
	(3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)	75.0 60.4	76.6 52.6	76.9 52.6
	(3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.) (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
	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
	(3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	58.3	52.5	52.0
	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	– (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
	nsion – (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
	- (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	100.0	96.0	95.7
	- (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	85.7	80.3	78.9
	nsion – (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
	- (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
	- (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience/ (How the main character revealed his secret.) - (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	76.2	76.4	74.5
	- (3) / 4 Ose pictorial texts to determine content / (Look at visual and determine character's reelings.) - (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 76.2	80.0 75.5	79.7 75.0
	- (1-2) / 4 Making inferences by drawing on the author's implied cides and their own experience / (170w did mends react to the revealed secret.) - (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	90.5	88.8	75.0 88.6
Constructed R		90.5	00.0	00.0
	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) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	66.7	56.2	56.9
	ion – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	52.4	59.1	57.6
	(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?) (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	81.0	73.1	73.8
	(3) / 4 Making predictions and inferences by drawing on the author's implied clues / (1 ne importance of the minor character.) (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	38.1	43.2	43.2
r. imeremiai –	1977 I Making productions and informace by drawing on the dutions implied clues? (Extend beyond the story (behaviour of main character.))	 61.9	57.0	57.6



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

NLESD - Eastern Region

School #: 444	Cabot Academy, Western Bay Grades: K-6	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=15]	[N=2,494]	[N=4,129]
Non-Fict	ion Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	nsion – (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
	nsion – (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
	– (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
	– (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour)	92.9	87.5	87.4
	nsion – (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
	nsion – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	78.6	84.5	84.0
	nsion – (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
	- (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?)	92.9	84.9	84.5
	- (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
2. Inferential – 3. Inferential –	Response sion— (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.) (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.)	78.6 100.0 67.9 100.0	46.9 76.6 52.6 84.9	47.0 76.9 52.6 84.1
	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
	3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	64.3	52.5	52.0
 11. Inferential 12. Compreher 13. Inferential 14. Inferential 15. Compreher 16. Inferential 17. Inferential 18. Inferential 19. Inferential 20. Inferential 	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) - (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret) Ision - (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) In (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) In (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) In (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) In (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How the main character revealed his secret.) In (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.) In (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.) In (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.)	100.0 100.0 100.0 100.0 78.6 100.0 85.7 100.0 78.6 92.9	96.7 93.7 96.0 80.3 88.2 85.4 76.4 80.0 75.5 88.8	96.0 93.4 95.7 78.9 87.2 85.0 74.5 79.7 75.0 88.6
2. Response to 3. Inferential— (3 4. Comprehens 5. Inferential— (6. Inferential— (text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) text – (3) / 6 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) tion – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	96.4 42.9 50.0 64.3 71.4 50.0 64.3	85.8 59.1 56.2 59.1 73.1 43.2 57.0	85.9 60.4 56.9 57.6 73.8 43.2 57.6

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

NLESD - Eastern Region

School #: 446 Whitbourne Elementary, Whitbourne Grades: K-6	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=11]	[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)	80.0	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.) 2. Inferential — (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.) 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.) 5. Response to text — (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential — (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	30.0 65.0 25.0 80.0 30.0 60.0	46.9 76.6 52.6 84.9 36.9 52.5	47.0 76.9 52.6 84.1 36.8 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	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.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	85.0 50.0 60.0 50.0 50.0 30.0 60.0	85.8 59.1 56.2 59.1 73.1 43.2 57.0	85.9 60.4 56.9 57.6 73.8 43.2 57.6



NLESD - Eastern Region∎ (Outcome Analysis: % of students who selected correct response)

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

School #: 447 Baltimore School Complex, Ferryland Grades: K-12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=13]	[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)	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.) 2. Inferential — (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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.) 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.) 5. Response to text — (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential — (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	76.9 96.2 96.2 100.0 92.3 61.5	46.9 76.6 52.6 84.9 36.9 52.5	47.0 76.9 52.6 84.1 36.8 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	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.)		05.0	05.0
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe now you are similar to main character.)	96.2 30.8	85.8 59.1	85.9 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
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(Outcome Analysis: % of students who selected correct response)

NLESD - Eastern Region

School #: 468 Hazelwood Elementary, St. John's Grades: K-6	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=57]	[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)	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 52.7	95.5 46.7	95.5 47.3
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	40.7	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.) 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.)	76.4 92.7	52.6 84.9	52.6 84.1
4. Interential – (3) / 7 Question information presented in text using a personal knowledge base as a frame of reference / (identity a feature of text and explain its purpose in the text.) 5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	92.7 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) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	100.0 98.2 96.3 77.8 92.6 81.5 81.5 87.0 70.4	96.7 93.7 96.0 80.3 88.2 85.4 76.4 80.0 75.5 88.8	96.0 93.4 95.7 78.9 87.2 85.0 74.5 79.7 75.0 88.6
Constructed Response	52.0	30.0	00.0
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?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	53.7	56.2	56.9
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 74.1	59.1 73.1	57.6 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
			1 ****

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



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

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 47.3
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.)	16.7	46.9	47.0 76.9
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 41.7	76.6 52.6	76.9 52.6
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.) 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)			
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.)) 16. Inferential – (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?)	85.0	88.2	87.2
17. Inferential – (3) / 4 Construct meaning, predict on the basis of what makes sense / (what would happen if you were in this story?) 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.)	62.5	85.4	85.0
18. Inferential – (1-2) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	72.5 75.0	76.4 80.0	74.5 79.7
19. Inferential – (3) / 4 Ose pictorial texts to determine content / (200k at visual and determine characters reenings.) 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?)	85.0	88.8	88.6
Constructed Response	00.0	00.0	00.0
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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	37.5	73.1	73.8
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	43.2	43.2
	50.0	57.0	57.6



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

NLESD - Eastern Region

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

Scribbi #. 924 Tricertia Academy, Ambid 5 Cove Grades. K-12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=12]	[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)	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 36.9	84.1 36.8
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	45.5 77.3	50.9 52.5	52.0
Firsting Outs at Brown and County Lorent VO at some May (Outs and VIII)			
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.) 15. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.))	72.7	80.3 88.2	78.9
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		87.2
17. Inferential – (3) 4 Constituct meaning, predict on the basis of what makes sense / (What would happen if you were in this story!) 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 72.7	85.4 76.4	85.0 74.5
18. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.)	90.9	76.4 80.0	74.5
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	00.0	00.0	00.0
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.)) 5. Information – (1-2) / 4. Make information and their own experiences and glues in the tayt/ (Did the main pharmater feel better at the and?)	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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	54.5	73.1	73.8
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	18.2	43.2 57.0	43.2
	45.5	57.0	57.6



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

NLESD - Eastern Region

Item Cognitive Level - Outcome (item parameter) [N=79] [N=2,494]	[N=4,129]
1(C11)	
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
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.) 2. Inferential — (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 31.0 46.9 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.)	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.)	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.) 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.)) 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?) 44.8 59.1 65.7 73.1	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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 43.2	73.8 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



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

School #: 952 Elizabeth Park Elementary School, Paradise Grades: K-6	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=40]	[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)	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. Comprehensión – (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 evesight 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 50.0	36.9 52.5	36.8 52.0
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.)) 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?)	37.1	59.1	57.6
6. Inferential – (1-2) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	91.4 40.0	73.1 43.2	73.8 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 45.7	43.2 57.0	43.2 57.6
	1 45.7	J 37.0	1 37.0



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

NLESD - Eastern Region

School #: 954 Carbonear Academy, Carbonear Grades: K-8	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=49]	[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)	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.) 5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.)	87.8 26.8	84.9 36.9	84.1 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.)	20.0	05.0	05.0
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	80.0 66.7	85.8 59.1	85.9 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



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

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

Non-Fiction Selected Response: (Grad Level) / Outcome No. / Outcome / (Itan) parameter) 1. Competension—(12) / 4 Use a variety of strategies to create meaning / (Read or meaning Retireme information from the text) 2. Inferential—(1-2) / 4 Making inferences by drawing on their own experiences and clues in the 14/Recognizing an observed natural pnenomenon) 3. Inferential—(1-2) / 4 Making inferences by drawing on their own experiences and clues in the text) 4. Inferential—(1-2) / 4 Making inferences by drawing on their own experiences and clues in the text) 5. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retireve information from the text) 6. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning Retireve information from the text) 7. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning Retireve information from the text) 7. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning Retireve information from the text) 8. Inferential—(1-2) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation) 8. Inferential—(1) / 4 Making inferences by drawing on their own experiences and knowledge / (How is your expessificial from the text) 9. Inferential—(1) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from text to another animal?) 9. Inferential—(1) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from text to another animal?) 9. Inferential—(1-2) / 4 Making inferences by drawing on the inference in a variety of the strategies in the text / (Extend on information from text to another animal?) 9. Inferential—(1-2) / 4 Making inferences by drawing in the experiment of the correction between what they read and their own experiments and knowledge / (How is your expe	Ochool #. 070 That Buptist Academy, Would't Call Grades. Th	School	Region	Province
1. Comprehension - (1-2) 4 Use a variety of strategies to create meaning /(Read for meaning (Retirevie information from the text) 3. Inferential - (1-2) 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon) 4. Inferential - (1-2) 4 Making inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon) 5. Comprehension - (1-2) 4 Use a variety of strategies to create meaning / (Read for meaning (Retirevie information from the text) 6. Comprehension - (1-2) 4 Use a variety of strategies to create meaning / (Read for meaning (Retirevie information from the text) 7. Comprehension - (1-2) 4 Use a variety of strategies to create meaning / (Read for meaning (Retirevie information from the text) 8. Inferential - (1-2) 4 Make connections between texts (Which word beat describes relationship between the two animals?) 9. Inferential - (1) 4 Use positional lexts to determine content / (Lock at visual and determine the natural phenomenon) 9. Set 3 described (Response) Constructed Response 1. Comprehension - (1-2) 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the text / (Extend on information from text to another situation) 9. Set 3 described (Response) 1. Comprehension - (1-2) 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the text (use in the text) (use of the variety of the text) 9. Inferential - (3) 4 Making inferences by drawing on their own experiences and nowledge / (How is your eyesight different than another animal?) 9. Inferential - (3) 4 Use so the feature control and obtain information from the text.) 9. Inferential - (3) 4 Use so the feature of the variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) 9. Inferential - (1-2) 4 Use text information / (Inferential animal has the most unimal part of text and explain its purpose in the text.) 9. Inferential - (1-2) 4	Item Cognitive Level - Outcome (item parameter)	[N=2]	[N=67]	[N=4,129]
Comprehension—17-17-18 uses a variety of strategies to create meaning / (Flead for meaning (Returne information from the text) Comprehension—17-18-19 as a variety of strategies to create meaning / (Flead for meaning (Returne information from the text) Information—18-18 (Information—18-18) as tudents withheld for a variety of strategies to create meaning / (Flead for meaning (Returne information from the text) Comprehension—18-18 (Information—18-18) as tudents withheld for a variety of strategies to create meaning / (Flead for meaning (Returne information from the text) Comprehension—19-18 (Information—18-18) as a variety of strategies to create meaning / (Flead for meaning (Returne information from the text) Comprehension—19-18 (Information—18-18) as a variety of strategies to create meaning / (Flead for meaning Flead for meaning (Flead for meaning (Flead for meaning (Flead for meaning (Flead for meaning Flead for meaning (Flead for meaning Flead for meaning (Flead for meaning Flead for meaning (Flea	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
Linderstalla — (1,3) / A Make connections between what they read and the airly (Record Date State of the State of State			96.9	94.6
withheld for resonant — (3) / 4 lase individual contention and described		1		
Comprehension - (1-2) / 4 Use a variety of strategies to create meaning (Read of meaning (Readrese information from the text) Comprehension - (1-2) / 4 Use a variety of strategies to create meaning (Readrese information from the text) Comprehension - (1-2) / 4 Use a variety of strategies to create meaning (Readrese information from the text) Comprehension - (1-2) / 4 Use a variety of strategies to create meaning (Readrese information from the text) See See See See See See See See See S				
Comprehension - (3) / 4 Use leatures of test to obtain information / (Peter to the Giossam) 1. Comprehension - (3) / 4 Use leatures of test to obtain information / (Peter to the Giossam) 1. Inferential - (3) / 4 Use particular formation of the comprehension o				
Comprehension - (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?) The internal - (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) Inferential - (1-2) / 4 Make connections between texts / (Which word best describes relationship between the two animals?) Inferential - (1-2) / 4 Make pictorial exits to determine conferit / (Look at visual and determine the natural phenomenan) Sa				
8. Inferential – (3) 4 Use pet tentemine content. (Lock at visual and determine the two animats?) 9. Inferential – (3) 4 Use pet tentemine content. (Lock at visual and determine the natural phenomenon) 95. 47.3 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 1. Comprehension—(12) 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from text.) 1. Comprehension—(12) 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) 1. Comprehension—(12) 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) 1. Inferential—(3) / To Question information information (filled) for section exist and explain its your eyesight differential is a fill of the control of the text and explain in the strate of text and explain its purpose in the text.) 1. Response to text—(3) 6 Make personal connection to text and escente / (Describe position for text and explain its purpose in the text.) 1. Inferential—(3) / Outcome for the text of the strate of text and explain its purpose in the text.) 1. Inferential—(1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret.) 1. Inferential—(1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret.) 1. Inferential—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.)) 1. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.)) 1. Inferential—(1-2) / 4 Westing inferences by drawing on the author's implied clues and their own experience / (How the main character revealed his secret.) 1. Inferential—(1-2) / 4 W		commonation.		
9. Inferential – (3) / 4 Use pictorial texts to determine content // Look at visual and determine the natural phenomenon) 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. Constructed Response 28. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the lethe using information from the text.) 28. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the lethe using information from the text.) 28. Inferential—(3) / 4 Use text fleatures to determine content and obtain information represents and non-lether of text and explain its purpose in the text.) 38. Inferential—(3) / 4 Use text fleatures to determine content and obtain information represented in text using a personal knowledge base as a fame of reference / (Internity) a feature of text and explain its purpose in the text.) 38. Exponse to text—(3) / 6 Expense and explain information presented in text using a personal knowledge base as a fame of reference / (Internity) a feature of text and explain its purpose in the text.) 38. Exponse to text—(3) / 6 Expenses and explain information information from the text.) 39. Inferential—(1-2) / 4 Internity inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret.) 40. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retireve information from the text.) 48. Expenses in (1-2) / 4 Internity character traits from contextual clues / (Understanding main character's actions.) 49. Strategies of text—(1-2) / 4 Internity character traits from contextual clues / (Understanding main character's actions.) 49. Strategies of text—(1-2) / 4 Internity character traits from contextual clues / (Understanding information from the text.) 49. Strategies of text—(1-2) / 4 Internity character traits from contextual clues / (Understanding infor				
Constructed Response 1. Comprehension—(12) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) 2. Inferential—(3) / 4 Use text features to determine content and obtain information (Identify a feature of lext and explain its purpose in the text.) 3. Inferential—(3) / 4 Use text features to determine content and obtain information / (Identify a feature of lext and explain its purpose in the text.) 4. Inferential—(3) / 4 Use text features to determine content and obtain information / (Identify a feature of lext and explain its purpose in the text.) 5. Report of the content				
Constructed Response 1. Comprehension: (1-2) / Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) 2. Inferential - (3) / 4 Use the clause to determine content and obtain information (Identity a feature of text and explain its purpose in the text.) 3. Inferential - (3) / 4 Use the clause to determine content and obtain information (Identity) a feature of text and explain its purpose in the text.) 4. Inferential - (3) / 7 Question information presented in text using a personal knowledge base as a traine of reference / (Identity) a feature of text and explain its purpose in the text.) 5. Responses to text - (3) / 8 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight) Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 1. Inferential - (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret.) 1. Inferential - (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 3. Inferential - (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 4. Inferential - (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 5. Comprehension - (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why the main character versions) 5. Comprehension - (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 6. Comprehension - (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 6. Inferential - (3) / 4 Use pictorial texts to determine content / (Look at visual and determine charact				
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.) 2. Inferential—(3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) 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 58.2 68.2 68.2 68.2 68.6 68.1 58.6 68.6 68.6 68.6 68.6 68.6 68.6 68.6	10. Interential – (3) / 4 Making Interences by drawing on their own experiences and clues in the text / Extend on information from text to another situation)		52.5	47.5
2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is you yesight different than another animal?) 3. Inferential – (3) / 17 Question information presented in text using a personal knowledge base as a frame or reference / (identify a feature of text and explain its purpose in the text.) 5. Response to text. – (3) / 6 Make personal connection to text and describe / (Describe you if the with the eyesight of an animal.) 5. Response to text. – (3) / 6 Make personal connection to text and describe / (Describe you if the with the eyesight of an animal.) 5. Response to text. – (3) / 6 Make personal connection to text and describe / (Describe you if the with the eyesight of an animal.) 5. Response to text. – (3) / 6 Make personal connection to text and describe / (Describe you if the with the eyesight of an animal.) 5. Response to text. – (3) / 6 Make personal connection of the standard of the presentation of the standard of	Constructed Response			
5. Inferential - (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text.) 48.5 182.4 Inferential - (3) / 7 Question information presented in text using a personal knowledge base as a frame or reference / (Identify a feature of text and explain its purpose in the text.) 52.8 86.2 88.1 182.3 36.8 6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) 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) 12. Comprehension - (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 13. Inferential - (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential - (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 15. Comprehension - (1-2) / 4 Use price of the example of the exam				
4. Inferential — (3) / 7 Question information presented in text using a personal knowledge base as a farme of reference / (Identify a feature of text and explain its purpose in the text.) 5. Response to text.— (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) 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.) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.)) 16. Inferential — (3) / 4 Osostruct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Osostruct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) 19. 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.) 19. Inferential — (3) / 4 Osostruct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) 19. Inferential — (3) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How difference) 10. Inferential — (3) / 4 Making inferences by drawing on the author's implied clues and their own experiences on text — (3) / 6 Make personal				
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential – (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) 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) 12. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential – (1-2) / 4 (leentify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential – (1-2) / 4 (leentify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning (Read for meaning(Retrieve information from the text.)) 16. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning (Read for meaning(Retrieve information from the text.)) 17. Inferential – (3) / 4 Construct meaning: predict on the basis of what makes sense / (What would happen if you were in this story?) 18. Inferential – (3) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How the main character revealed his secret.) 18. Inferential – (3) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How the main character revealed his secret.) 19. Inferential – (3) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How the main character revealed his secret.) 19. Inferential – (3) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How the main character) 19. Inferential – (3) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How the main character) 19. Response to text – (3) / 6 Make personal connecti				
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) 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) 12. Comprehension - (1-2) / 4 Use a variety of strategies to create meaning / Read for meaning(Retrieve information from the text.) 13. Inferential - (1-2) / 4 Identify character traits from contextual clues / (Understanding main character vas nervous.) 15. Comprehension - (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning fine the text.)) 16. Inferential - (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning fine the text.)) 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.) 18. 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.) 18. 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.) 18. 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.) 20. Inferential - (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) 21. Response to text - (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 22. Response to text - (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character.) 23. Inferential - (3) / 4 Make inferences by drawing on the author's implied clues and their own experiences and clues experience in the number of the minor character.) 23. Infere				
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7. Interential – (3) / 4 Making predictions and interences by drawing on the author's implied clues / (Extend beyond the story (benaviour of main character.))				
	1. Interential – (3) / 4 Making predictions and interences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))		71.2	57.6



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

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

School #: 375 Lakecrest-St. John's Independent School, St. John's Grades: K-9	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=21]	[N=67]	[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. Comprehensión – (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.)) 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	62.1	57.6
6. Inferential – (1-2) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	90.5	72.7	73.8
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	76.2	51.5	43.2
	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



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

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

Non-Fiction Selected Response: (Grade Level) / Outcome / (Item parameter) Non-Fiction Non-Ficinal Non-Fiction Non-Fi	Grades. N 12	School	Region	Province
1. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning (Read for meaning (Retheve information from the text) 100.0 98.9 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 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 3. Inferential – (1-2) / 4 Was a virally of strategies to create meaning / (Read for meaning (Retheve information from the ext) 3. Comprehension – (12-1) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retheve information from the other) 3. Comprehension – (12-1) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retheve information from the other) 3. Inferential – (1-1) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from the other) 3. Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation) 3. Inferential – (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation) 3. Inferential – (3) / 4 Making inferences by drawing on their own experiences and nonwedge / (How is your eyes) pict different than another animar? 3. Inferential – (3) / 4 Making inferences with they read and their own experiences and nonwedge / (How is your eyes) pict different than another animar? 3. Inferential – (3) / 4 Use text ference with they read and their own experiences and nonwedge / (How is your eyes) pict different than another animar? 3. Inferential – (3) / 4 Use a variety of strategies to create meaning / (Fell in the missing pianks in the text) 4. Inferential – (3) / 4 Use a variety of strategies to create meaning / (Retheve Information from the text) 4. Inferential – (1-2) / 4 Making in	Item Cognitive Level - Outcome (item parameter)	[N=26]	[N=67]	[N=4,129]
2. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retireve information from the text) 4. Inferential – (1-2) / 4 Missing inferences by drawing on their own experiences and clues in the text / (Recognizing and observed natural phenomenon) 5. Comprehension – (3) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retireve information from the text) 6. Comprehension – (3) / 4 Use is a variety of strategies to create meaning / (Read for meaning (Retireve information from the text) 7. Comprehension – (3) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retireve information from the text) 8. Inferential – (1-2) / 4 Missing inferences by calculations of the variety of strategies to create meaning / With meaning variety of strategies to create meaning / With meaning variety of strategies to create meaning / With meaning variety of strategies to create meaning / With meaning variety of strategies to create with phenomenon of the five variety of strategies to create wearing variety of strategies to create wearing variety of strategies to create meaning / With the missing black in the text / (Zikini on information from text to another situation) 6. Constructed Response 6. Constructed Response 6. Constructed Response 7. Comprehension – (3) / 4 Use a variety of strategies to create meaning / (Fill in the missing black in the table using information from text to another situation) 7. Constructed Response 7. Constructed Response (1-2) / 4 Use a variety of strategies to create meaning / (Fill in the missing black in the table using information from the text) 8. Inferential – (3) / 4 Use a variety of strategies to create meaning / (Fill in the missing black in the table using information from the text) 8. Inferential – (3) / 4 Use a variety of strategies to create meaning / (Fill in the missing black in the strategies to create meaning / (Fill in the missing black in the strategies to create meaning / (Fill in the missing black i	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
3. Inferential – (1-2) / 4 Meking inferences by drawing on their own experiences and clues in the text / (Recognizing an observed natural phenomenon) 3. Inferential – (3) / 4 Use pricinal texts to determine content / (Lock at visual and determine animal behaviour) 5. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retireve information from the other) 5. Comprehension – (1-1) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retireve information from the other) 6. Comprehension – (1-1) / 4 Use a variety of strategies to create meaning / What makes one of instituted from the other) 7. Comprehension – (1-1) / 4 Use a variety of strategies to create meaning / What makes one of the other and the other of the other other of the other other other other other of the other ot		100.0	96.9	94.6
4. Interential = (3) / 4 Use pictorial texts to determine content / (Look at visual and determine animal behaviour) 92.0 97.7 87.4		100.0	93.9	92.2
5. Comprehension— (1-2) / 4 Use a variety of strategies to create meaning (Read for meaning (Retireve information from the text) 5. Comprehension— (1-2) / 4 Use a variety of strategies to create meaning (What makes one of the animals different from the other?) 6. Comprehension— (1-2) / 4 Use a variety of strategies to create meaning (What makes one of the animals different from the other?) 6. Inferential— (12) / 4 Make connections between texts (Whith word best describes relationship between the two vanimals?) 9. Inferential— (3) / 4 Use pictorial texts to determine content / (Look at Visual and determine the natural phenomenon) 9. So. So. So. So. So. So. So. So. So. So				
6. Comprehension — (3) / 4 Use features of text to obtain information / (Refer to the Clossary) 7. Comprehension — (12) / 4 Use a variety of strategies to create meaning / Whit makes one of the animals different from the other?) 8. Inferential — (3) / 4 Use pictorial text to determine content / (Look at visual and determine the natural phenomenon) 9.2.0 95.4 95.5 10. Inferential — (3) / 4 Use pictorial text to determine content / (Look at visual and determine the natural phenomenon) 9.2.0 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) Constructed Response 1. Comprehension—(12) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) 1. Comprehension—(12) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) 2. Inferential—(3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) 2. Inferential—(3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) 3. Inferential—(3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) 4. Inferential—(3) / 4 Use a variety of strategies to create meaning / (Fill in the missing blanks in the table using information from the text.) 5. Response to text—(3) / 6 Male personal connections between whether is a strate of efference / (Utentity a feature of fext and explain its purpose in the text.) 5. Response to text—(3) / 6 Male personal connection to text and expendit in text using a personal knowledge hase as a frame of reference / (Utentity a feature of text and explain its purpose in the text.) 5. Response to text—(3) / 6 Male personal connection to text and explain information from the text.) 5. Compre				
1. Comprehension— (1-2) / 4 Use a variety of strategies to create meaning / What makes one of the animals different from the other?) 1. Inferential— (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 1. Inferential— (3) / 4 Making inferences by drawing on their own experiences and clues in the text / (Extend on information from text to another situation) 2. Constructed Response 2. Constructed Response 2. Constructed Response 3. Commendation of the state				
8. Inferential — (1-2) / 4 Making inferences by drawing on their own experiences and clues in the tast/ (Extend on information from text to another situation) Constructed Response Constructed Resp				
9. Inferential – (3) / 4 Use pictorial texts to determine content / (Look at visual and determine the natural phenomenon) 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) Example 10. Comprehension— (1) / 4 Use a variety of strategies to create meening / (Fill in the missing blanks in the table using information from the text.) 1 Comprehension— (1) / 4 Use a variety of strategies to create meening / (Fill in the missing blanks in the table using information from the text.) 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.) 4 8.5 56.6 4 8.5 56.6 4 8.5 56.6 5 Inferential – (3) / 6 Make personal connection to text and described / (Describe your life with the eyesight of an animal) 5 Experses and explain opinion / (Which animal has the most unusual eyesight.) 5 Selected Responses: (Grade Level) / Outcome No. / Outcome / (Item parameter) 1 Inferential – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 5 Inferential – (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 5 Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions) 5 Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's even formation from the text.) 5 Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's even formation from the text.) 5 Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's even formation from the text.) 5 Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's releings.) 5 Inferential – (1-2) / 4 Identify character traits from context				
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) 2. Inferential— (3) / 4 Use text features to determine content and obtain information / (Identify a feature of text and explain its purpose in the text) 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) 4. Inferential— (3) / 4 Use text features to determine content and obtain information (Identify a feature of text and explain its purpose in the text) 5. Inferential— (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight) 6. Inferential— (1:2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information) the text) 11. Inferential— (1:2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text) 12. Comprehension— (1:2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text) 13. Inferential— (1:2) / 4 Identify character traits from contextual clues / (Why main character's acreate was nervous.) 14. Inferential— (1:2) / 4 Use a variety of strategies to create meaning (Retrieve information from the text.) 15. Comprehension— (1:2) / 4 Use a variety of strategies to create meaning (Retrieve information from the text.) 16. Inferential— (3) / 4 Use a variety of strategies to create meaning (Retrieve information from the text.) 17. Inferential— (3) / 4 Use a variety of strategies to create meaning (Retrieve information from the text.) 18. Inferential— (3) / 4 Use a variety of strategies to create meaning (Retrieve information from the text.) 18. Inferential— (3) / 4 Use a variety of strategies to create meaning (Retrieve informat				
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.) 2. Inferential—(3) / 4 Use is connections between what they read and their own experiences and knowledge (How is your eyesigh) different than another animal?) 3. Inferential—(3) / 4 Use increased odds information (Heinfly is feature of text and explain its purpose in the text.) 4. Inferential—(3) / Question information presented in text using a personal knowledge base as a frame of reference / (Heinfly) a feature of text and explain its purpose in the text.) 5. Responses to text—(3) / 6 Melke personal connection to text and describe / (Describe on very level) in the eyesight of an animal.) Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential—(1-2) / 4 Melking inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret) 12. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 13. Inferential—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 14. Inferential—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 15. Comprehension—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 16. Inferential—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 17. Inferential—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 18. Inferential—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 19. Inferential—(1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the tex				
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.) 2. Inferential—(3) / 4 Use text features to determine content and obtain information / (identify a feature of text and explain its purpose in the text.) 3. Inferential—(3) / 7 Question information presented in text using a personal knowledge base as a frame of refere / (identify a feature of text and explain its purpose in the text.) 5. Response to text.—(3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential—(3) / 7 Question information presented in text unimal has the most unusual eyesight.) Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) Fiction Selected Responses: (Grade Level) / Outcome No. / Outcome / (Item parameter) 1. Inferential—(1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret) 1. Inferential—(1-12) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 1. Inferential—(1-12) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 1. Inferential—(1-12) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 1. Inferential—(1-12) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 1. Inferential—(1-12) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How the main character revealed his secret.) 1. Inferential—(3) / 4 Construct meaning: predict on the basis of what makes sense / (What would hadron in the text.) 1. Inferential—(3) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retirieve information from the text.) 1. Inferential—(3) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How the main character revealed his secret.	10. Interential – (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
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.) 2. Inferential—(3) / 4 Use text features to determine content and obtain information / (identify a feature of text and explain its purpose in the text.) 3. Inferential—(3) / 7 Question information presented in text using a personal knowledge base as a frame of refere / (identify a feature of text and explain its purpose in the text.) 5. Response to text.—(3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential—(3) / 7 Question information presented in text unimal has the most unusual eyesight.) Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) Fiction Selected Responses: (Grade Level) / Outcome No. / Outcome / (Item parameter) 1. Inferential—(1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret) 1. Inferential—(1-12) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 1. Inferential—(1-12) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 1. Inferential—(1-12) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 1. Inferential—(1-12) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 1. Inferential—(1-12) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How the main character revealed his secret.) 1. Inferential—(3) / 4 Construct meaning: predict on the basis of what makes sense / (What would hadron in the text.) 1. Inferential—(3) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retirieve information from the text.) 1. Inferential—(3) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How the main character revealed his secret.	Constructed Response			
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4. Inferential — (3) / 7 Question information presented in text using a personal knowledge base as a farme of reference / (Identify a feature of text and explain its purpose in the text.) 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.) 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) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character's actions.) 14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning, predict on the basis of what makes sense / (What would happen if you were in this story?) 17. Inferential — (1-2) / 4 Making inferences by drawing on the author's implied clues and their own expenence/ (How the main character revealed his secret.) 18. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 19. Inferential — (1-2) / 4 Making inferences by drawing on the author's implied clues and their own expenence / (How the main character revealed his secret.) 18. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) 19. Inferential — (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experiences will be text and describe / (Des	2. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?)			
5. Response to text — (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential – (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.) 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) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning (Retrieve information from the text.) 16. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning (Read for meaning/Retrieve information from the text.)) 17. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 18. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning (Read for meaning/Retrieve information from the text.)) 18. Inferential — (1-2) / 4 Identify character traits from contextual clues / (What would happen if you were in this story?) 19. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character revealed his secret.) 19. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 19. Inferential — (3) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How the main character revealed his secret.) 19. Inferential — (3) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How the main character revealed his secret.) 19. Inferential —				
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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) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning/Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning meaning) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning fire the variety of strategies to create meaning / (Read for meaning fire the variety of strategies to create meaning / (Read for meaning fire the variety of strategies to create meaning / (Read for meaning fire the variety of strategies to create meaning / (Read for meaning fire the variety of strategies to create meaning / (Read for meaning fire the variety of strategies to create meaning / (Read for meaning fire the variety of strategies to create meaning / (Read for meaning fire the variety of strategies to create meaning / (Read for meaning fire to meaning fire variety of strategies to create meaning / (Read for meaning fire variety of strategies to create meaning / (Read for meaning fire variety of strategies to determine character fire feelings.) 15. 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.) 16. 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.) 17. Inferential — (3) / 4 Making inferences by drawing on the author's implied clues and their own experience / (How did friends react to the revealed secret.) 18. Inferential — (3) / 4 Making inferences by drawing on the author's implied clues and their own experien				
11. Inferential — (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experience / (Why character kept his secret) 10.0 96.0 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text.)) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning, predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. 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.) 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.) 19. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) 21. Response to text — (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character) 22. Response to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 23. Inferential — (3) / 4 Make inferences by drawing on the author's implied clues / (The importance of the minor character) 24. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning (Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) 21. Response to text — (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character) 22. Response to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 23. Inferential — (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 24. Comprehension — (1-2) / 4 Wake inferences by drawing on the earth rown experiences and knowledge / (Is suggested title better?) 25. Inferential — (1-2) / 4 Make inferences by drawing on the text / (0) did he main character feel better at the end?) 26. Inferential — (1-2) / 4 Make inferences by drawing on the author's implied clues / (The importance of the minor character.) 27. 73.8 28. 15. 15. 15.15 28. 29. 29. 2		100.0	100.0	96.0
14. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. 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.) 21. 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.) 22. Inferential — (1-2) / 4 Making inferences by drawing on the author's implied clues and their own experiences of what word best describes the striped zebra pattern?) 23. Inferential — (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 24. Response to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character.) 25. G5. 6. 60. 4 27. 6. 60. 4 28. Comprehension — (1-2) / 4 Makin inferences by drawing on the author's implied clues / (The importance of the minor character.) 35. Inferential — (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 36. Inferential — (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 37. 8	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
15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) 20. Inferential — (3) / 4 Constructed Response 21. Response to text — (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 22. Response to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 23. Inferential — (3) / 4 Makic connections between what they read and their own experiences and knowledge / (Is suggested title better?) 3. Inferential — (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 4. Comprehension — (1-2) / 4 Wake inferences by drawing on the own experiences and clues in the text / (Did he main character feel better at the end?) 5. Inferential — (1-2) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 5. Inferential — (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	13. Inferential – (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	92.0	93.9	95.7
16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) 10. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) 10. Inferential — (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 11. Response to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 12. Response to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 13. Inferential — (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 15. Inferential — (1-2) / 4 Wake inferences by drawing on their own experiences and clues in the text / (Did the main character feel better at the end?) 15. Inferential — (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 17. Augustian Character in the state of the minor character.) 18. One of the minor character in this story? 18. One of the minor character.) 18. One of the minor character. 18. One o		72.0	83.3	78.9
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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) 20. Inferential — (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 21. Response to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 22. Response to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 23. Inferential — (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 24. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 25. 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?) 26. Inferential — (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)		84.0	86.4	87.2
18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) 1. Response to text — (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 2. Response to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential — (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential — (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 79.7 79.7 79.7 79.7 79.7 79.8 84.0 87.9 84.0 87.9 84.0 87.9 84.0 87.9 85.9 85.9 86.0 62.1 60.4 60.4 60.4 60.4 60.4 60.7 70.7 70.8 60.0 70.7 70.8 60.0 70.7 70.8 60.0 70.7 70.8 60.0 70.7 70.8 70.8 70.0		92.0	90.9	85.0
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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) Constructed Response 1. Response to text — (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 2. Response to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential — (3) / 4 Make connections between what their own experiences and knowledge / (Is suggested title better?) 4. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential — (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 75.0 84.0 88.0 87.0 88.6 87.0 88.6 87.9 85.9 60.0 60.1 60.4 51.6 63.0 62.1 60.4 51.6 63.0 63.1 60.0 72.7 73.8 64.0 51.5 43.2				
20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?) Constructed Response 1. Response to text — (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 2. Response to text — (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension— (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential— (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 43. Inferential— (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)				
Constructed Response 1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential – (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 43. Provided Response 84.0 87.9 85.9 60.4 57.6 52.0 62.1 57.6 60.0 72.7 73.8 43.2				
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential—(3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 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		96.0	89.4	88.6
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 43. 2			07.0	05.0
3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 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		84.0		
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 43.2				
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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 73.8 44.0 51.5 43.2	4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))			
71.6 (1) (2) (4) (1) (1) (1) (1) (1) (1) (1) (1) (1) (1	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?)			
7. Interential — (3) / 4 Making predictions and interences by drawing on the author's implied clues / (Extend beyond the story (benaviour of main character.)) 72.0 71.2 57.6		44.0		
	1. Interential — (3) / 4 Making predictions and interences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	72.0	71.2	57.6



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

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

School #: 453 Eric G. Lambert All-Grade, Churchill Falls Grades: K-12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=11]	[N=67]	[N=4,129]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			T
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) / À 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 68.2	52.3 62.3	36.8 52.0
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	00.2	02.5	32.0
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.)) 5. Information – (1-2) / 4. Make information by drawing on their own experiences and alves in the tout / (Did the main character feel better at the and?)	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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.)	81.8	72.7	73.8
7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the million character.)	36.4	51.5	43.2
	45.5	71.2	57.6



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

School #: 469 Immaculate Heart of Mary School, Corner Brook Grades: K-7.9-10

School #: 469 Immaculate Heart of Mary School, Corner Brook Grades: K-7,9-10	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=7]	[N=67]	[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 14.3	86.2 52.3	84.1 36.8
5. Response to text – (3) / 6 Make personal connection to text and describe / (Describe your life with the eyesight of an animal.) 6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	42.9	62.3	52.0
C. Interestinal (e) / C Express and explain opinion (intrinsic analysis)			
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) 3. Inferential– (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	71.4	62.1	60.4
4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	42.9	57.6	56.9
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 57.1	62.1 72.7	57.6 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	72.7 51.5	73.8 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
() () () () () () () () () ()	1 / 1.4	11.4	1 37.0



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

District 804 - Native Federal

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

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)			
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			
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)			
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	04.5	100.0	00.0
1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.)	50.4	96.4	95.0
2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	59.1 0.0	86.4 54.5	85.9 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



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

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

School #: 019	Mushuau Innu Natuashish School, Natuashish Grades: K-12	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=13]	[N=11]	[N=4,129]
Non-Fiction	n Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Comprehens 	ion – (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
	ion – (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
	(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
Comprehens	ion – (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
	ion – (3) / 4 Use features of text to obtain information / (Refer to the Glossary)	69.2	90.9	84.0
Comprehens	ion – (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
 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 Res		70.0	45.5	47.0
	1- (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 38.5	45.5 54.5	76.9
	/ 4 Make connections between what they read and their own experiences and knowledge / (How is your eyesight different than another animal?) / 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
	/ 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
	xt – (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 Express and explain opinion / (Which animal has the most unusual eyesight.)	23.1	31.8	52.0
	elected 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	on – (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
	1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.)	91.7	100.0	95.7
14. Inferential – (1	1-2) / 4 Identify character traits from contextual clues / (Why main character was nervous.)	83.3	63.6	78.9
15. Comprehension	on – (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
	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	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	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	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
	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 Res				
	ct – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) ct – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character)	66.7	86.4	85.9
	tt – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?)	0.0 0.0	54.5 54.5	60.4 56.9
	- (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.))	33.3	27.3	56.9 57.6
	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
	/ 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
	/ 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
(-)		1 10.7	1 40.0	1 37.0

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



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

District 804 - Native Federal

School #: 376 Se't Anneway Kegnamogwom, Conne River Grades: K-12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=11]	[N=11]	[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. Comprehensión – (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 31.8	36.4 31.8	36.8 52.0
6. Inferential - (3) / 6 Express and explain opinion / (Which animal has the most unusual eyesight.)	31.0	31.0	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) 12. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.) 13. Inferential — (1-2) / 4 Identify character traits from contextual clues / (Understanding main character's actions.) 14. Inferential — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 15. Comprehension — (1-2) / 4 Use a variety of strategies to create meaning / (Read for meaning(Retrieve information from the text.)) 16. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What would happen if you were in this story?) 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.) 18. Inferential — (3) / 4 Use pictorial texts to determine content / (Look at visual and determine character's feelings.) 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.) 20. Inferential — (3) / 4 Construct meaning; predict on the basis of what makes sense / (What word best describes the striped zebra pattern?)	100.0 100.0 100.0 63.6 72.7 81.8 54.6 72.7 63.6	100.0 100.0 100.0 63.6 72.7 81.8 54.6 72.7 63.6	96.0 93.4 95.7 78.9 87.2 85.0 74.5 79.7 75.0 88.6
	100.0	100.0	00.0
Constructed Response 1. Response to text – (3) / 6 Make personal connections to text and describe / (Describe how you are similar to main character.) 2. Response to text – (3) / 6 Make personal connections to text and describe / (Describe an experience similar to main character) 3. Inferential— (3) / 4 Make connections between what they read and their own experiences and knowledge / (Is suggested title better?) 4. Comprehension – (1-2) / 4 Use a variety of strategies to create meaning / (Ordering (sequencing) of events.)) 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?) 6. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (The importance of the minor character.) 7. Inferential – (3) / 4 Making predictions and inferences by drawing on the author's implied clues / (Extend beyond the story (behaviour of main character.))	86.4 54.5 54.5 27.3 72.7 27.3 45.5	86.4 54.5 54.5 27.3 72.7 27.3 45.5	85.9 60.4 56.9 57.6 73.8 43.2 57.6