NLESD - Labrador Region

School #: 001 St. Peter's School, Black Tickle   Grades: 1,4,6,8,10-11

Item	Cognitive Level - Outcome (*item parameter*)	School [N=1]	Region [N=110]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**	*School data with 5 or fewer students withheld for reasons of confidentiality.*		
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*		79.3	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		93.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		90.2	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		91.5	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		84.2	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		70.7	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		82.9	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		73.2	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		79.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		30.5	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		67.1	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		86.6	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		54.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		57.3	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		56.1	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		62.2	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*		87.1	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*		94.1	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*		75.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*		83.5	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*		85.9	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*		80.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*		54.1	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*		80.0	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*		78.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*		45.9	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		63.5	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		44.7	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		57.6	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		54.1	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)		60.0	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		45.9	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		63.5	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT

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NLESD - Labrador Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=3]	Region [N=110]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**	*School data with 5 or fewer students withheld for reasons of confidentiality.*		
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*		79.3	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		93.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		90.2	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		91.5	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		84.2	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		70.7	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		82.9	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		73.2	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		79.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		30.5	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		67.1	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		86.6	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		54.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		57.3	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		56.1	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		62.2	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*		87.1	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*		94.1	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*		75.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*		83.5	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*		85.9	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*		80.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*		54.1	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*		80.0	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*		78.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*		45.9	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		63.5	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		44.7	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		57.6	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		54.1	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)		60.0	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		45.9	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		63.5	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT   9/29/2015   12:04:24PM   2

NLESD - Labrador Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=36]	Region [N=110]	Province [N=2,422]
Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	79.3	79.3	79.0
2. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	96.6	93.9	94.6
3. *Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	93.1	90.2	94.4
4. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	89.7	91.5	94.5
5. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	89.7	84.2	86.3
6. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	72.4	70.7	80.3
7. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	79.3	82.9	86.9
8. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	62.1	73.2	72.4
9. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	89.7	79.3	83.1
10. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	13.8	30.5	48.7
Constructed Response			
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	58.6	67.1	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	86.2	86.6	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	51.7	54.9	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	69.0	57.3	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	44.8	56.1	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	75.9	62.2	67.3
Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	88.5	87.1	88.3
12. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	92.3	94.1	90.8
13. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	84.6	75.3	79.2
14. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	88.5	83.5	85.0
15. *Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	84.6	85.9	82.7
16. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	84.6	80.0	76.0
17. *Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	50.0	54.1	65.7
18. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	73.1	80.0	80.2
19. *Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	76.9	78.8	73.0
20. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	23.1	45.9	56.1
Constructed Response			
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	50.0	63.5	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	46.2	44.7	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	55.8	57.6	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	65.4	54.1	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	53.8	60.0	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	38.5	45.9	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	69.2	63.5	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT

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NLESD - Labrador Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=4]	Region [N=110]	Province [N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	*School data with 5 or fewer students withheld for reasons of confidentiality.*	79.3	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		93.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		90.2	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		91.5	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		84.2	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		70.7	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		82.9	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		73.2	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		79.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		30.5	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		67.1	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		86.6	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		54.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		57.3	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		56.1	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		62.2	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*		87.1	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*		94.1	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*		75.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*		83.5	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*		85.9	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*		80.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*		54.1	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*		80.0	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*		78.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*		45.9	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		63.5	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		44.7	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		57.6	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		54.1	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)		60.0	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)		45.9	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		63.5	71.0

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

NLESD - Labrador Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=3]	Region [N=110]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	*School data with 5 or fewer students withheld for reasons of confidentiality.*	79.3	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		93.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		90.2	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		91.5	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		84.2	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		70.7	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		82.9	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		73.2	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		79.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		30.5	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		67.1	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		86.6	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		54.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		57.3	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		56.1	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		62.2	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*		87.1	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*		94.1	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*		75.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*		83.5	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*		85.9	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*		80.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*		54.1	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*		80.0	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*		78.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*		45.9	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		63.5	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		44.7	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		57.6	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		54.1	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)		60.0	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		45.9	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		63.5	71.0

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

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

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NLESD - Labrador Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=12]	Region [N=110]	Province [N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	25.0	79.3	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	93.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	75.0	90.2	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	91.5	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	75.0	84.2	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	50.0	70.7	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	75.0	82.9	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	75.0	73.2	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	25.0	79.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	50.0	30.5	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	50.0	67.1	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	75.0	86.6	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	25.0	54.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	25.0	57.3	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	50.0	56.1	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	62.5	62.2	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	100.0	87.1	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	100.0	94.1	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	80.0	75.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	80.0	83.5	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	100.0	85.9	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	80.0	80.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	60.0	54.1	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	80.0	80.0	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	80.0	78.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	40.0	45.9	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	80.0	63.5	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	40.0	44.7	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	50.0	57.6	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	80.0	54.1	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	60.0	60.0	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	40.0	45.9	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	60.0	63.5	71.0

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

9/29/2015

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT   12:04:24PM   6

NLESD - Labrador Region

School #: 015 Lake Melville School, North West River	Grades: K-12	**School**	**Region**	**Province**
Item	Cognitive Level - Outcome (*item parameter*)	[N=4]	[N=110]	[N=2,422]

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

		School data with 5 or fewer students withheld for reasons of confidentiality.		
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*		79.3	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		93.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		90.2	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		91.5	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		84.2	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		70.7	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		82.9	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		73.2	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		79.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		30.5	48.7

Constructed Response

1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)			67.1	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)			86.6	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)			54.9	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)			57.3	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)			56.1	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)			62.2	67.3

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

11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*		87.1	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*		94.1	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*		75.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*		83.5	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*		85.9	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*		80.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*		54.1	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*		80.0	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*		78.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*		45.9	56.1

Constructed Response

1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)			63.5	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))			44.7	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)			57.6	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)			54.1	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)			60.0	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)			45.9	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)			63.5	71.0

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

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

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NLESD - Labrador Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=1]	Region [N=110]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*		79.3	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		93.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		90.2	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		91.5	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		84.2	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		70.7	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		82.9	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		73.2	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		79.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		30.5	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		67.1	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		86.6	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		54.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		57.3	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		56.1	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		62.2	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*		87.1	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*		94.1	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*		75.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*		83.5	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*		85.9	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*		80.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*		54.1	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*		80.0	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*		78.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*		45.9	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		63.5	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		44.7	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		57.6	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		54.1	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)		60.0	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		45.9	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		63.5	71.0

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

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT

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NLESD - Labrador Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=2]	Region [N=110]	Province [N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	*School data with 5 or fewer students withheld for reasons of confidentiality.*		
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*		79.3	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		93.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		90.2	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		91.5	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		84.2	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		70.7	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		82.9	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		73.2	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		79.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		30.5	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		67.1	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		86.6	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		54.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		57.3	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		56.1	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		62.2	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*		87.1	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*		94.1	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*		75.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*		83.5	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*		85.9	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*		80.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*		54.1	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*		80.0	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*		78.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*		45.9	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		63.5	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		44.7	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		57.6	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		54.1	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)		60.0	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		45.9	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		63.5	71.0

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

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

NLESD - Labrador Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=44]	Region [N=110]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	85.3	79.3	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	94.1	93.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	94.1	90.2	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	97.1	91.5	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	88.2	84.2	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	70.6	70.7	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	91.2	82.9	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	85.3	73.2	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	79.4	79.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	38.2	30.5	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	79.4	67.1	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	91.2	86.6	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	66.2	54.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	60.3	57.3	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	67.6	56.1	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	61.8	62.2	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	89.5	87.1	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	97.4	94.1	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	79.0	75.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	81.6	83.5	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	89.5	85.9	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	81.6	80.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	63.2	54.1	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	86.8	80.0	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	79.0	78.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	65.8	45.9	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	72.4	63.5	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	52.6	44.7	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	63.2	57.6	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	50.0	54.1	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	68.4	60.0	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	52.6	45.9	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	73.7	63.5	71.0

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

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NLESD - Western Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=3]	Region [N=379]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	*School data with 5 or fewer students withheld for reasons of confidentiality.*	74.0	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		94.2	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		94.4	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		92.4	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		82.5	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		77.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		86.0	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		69.6	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		82.8	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		45.3	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		69.3	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		81.6	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		53.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.6	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.1	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		68.1	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*		85.3	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*		85.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*		79.0	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*		83.8	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*		83.2	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*		70.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*		64.4	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*		78.4	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*		71.0	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*		54.8	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		61.2	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		52.5	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		60.0	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		53.4	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)		66.0	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		47.8	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		69.3	71.0

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

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

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NLESD - Western Region

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

		School	Region	Province
Item	Cognitive Level - Outcome (*item parameter*)	[N=6]	[N=379]	[N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	83.3	74.0	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	83.3	94.2	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	94.4	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	83.3	92.4	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	66.7	82.5	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	83.3	77.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	83.3	86.0	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	66.7	69.6	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	83.3	82.8	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	50.0	45.3	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	66.7	69.3	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	33.3	81.6	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	66.7	53.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	66.7	63.6	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	100.0	73.1	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	75.0	68.1	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	83.3	85.3	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	66.7	85.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	100.0	79.0	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	83.3	83.8	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	100.0	83.2	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	83.3	70.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	50.0	64.4	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	83.3	78.4	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	83.3	71.0	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	83.3	54.8	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	83.3	61.2	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	83.3	52.5	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	58.3	60.0	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	100.0	53.4	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	66.7	66.0	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	33.3	47.8	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	100.0	69.3	71.0

NLESD - Western Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=2]	Region [N=379]	Province [N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	*School data with 5 or fewer students withheld for reasons of confidentiality.*	74.0	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		94.2	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		94.4	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		92.4	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		82.5	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		77.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		86.0	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		69.6	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		82.8	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		45.3	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		69.3	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		81.6	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		53.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.6	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.1	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		68.1	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*		85.3	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*		85.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*		79.0	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*		83.8	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*		83.2	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*		70.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*		64.4	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*		78.4	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*		71.0	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*		54.8	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		61.2	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		52.5	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		60.0	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		53.4	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)		66.0	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		47.8	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		69.3	71.0

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

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

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NLESD - Western Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=1]	Region [N=379]	Province [N=2,422]

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

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

#	Item	School	Region	Province
1.	Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)		74.0	79.0
2.	Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)		94.2	94.6
3.	Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)		94.4	94.4
4.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)		92.4	94.5
5.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)		82.5	86.3
6.	Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)		77.2	80.3
7.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)		86.0	86.9
8.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))		69.6	72.4
9.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)		82.8	83.1
10.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)		45.3	48.7

Constructed Response

Item	School	Region	Province
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		69.3	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		81.6	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		53.9	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.6	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.1	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		68.1	67.3

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

#	Item	School	Region	Province
11.	Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		85.3	88.3
12.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		85.3	90.8
13.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		79.0	79.2
14.	Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		83.8	85.0
15.	Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)		83.2	82.7
16.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)		70.7	76.0
17.	Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)		64.4	65.7
18.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)		78.4	80.2
19.	Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)		71.0	73.0
20.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)		54.8	56.1

Constructed Response

Item	School	Region	Province
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		61.2	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		52.5	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		60.0	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		53.4	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)		66.0	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		47.8	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		69.3	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT   9/29/2015   12:04:24PM   14

NLESD - Western Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=3]	Region [N=379]	Province [N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	*School data with 5 or fewer students withheld for reasons of confidentiality.*	74.0	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		94.2	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		94.4	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		92.4	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		82.5	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		77.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		86.0	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		69.6	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		82.8	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		45.3	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		69.3	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		81.6	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		53.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.6	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.1	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		68.1	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*		85.3	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*		85.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*		79.0	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*		83.8	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*		83.2	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*		70.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*		64.4	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*		78.4	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*		71.0	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*		54.8	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		61.2	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		52.5	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		60.0	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		53.4	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)		66.0	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		47.8	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		69.3	71.0

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

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NLESD - Western Region

School #: 050   Basque Memorial, Red Bay   Grades: 1-2,4,7-8,10-12

		School	Region	Province
Item	Cognitive Level - Outcome (*item parameter*)	[N=1]	[N=379]	[N=2,422]

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

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

			Region	Province
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*		74.0	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		94.2	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		94.4	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		92.4	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		82.5	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		77.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		86.0	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		69.6	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		82.8	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		45.3	48.7

Constructed Response

			Region	Province
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		69.3	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		81.6	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		53.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.6	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.1	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		68.1	67.3

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

			Region	Province
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*		85.3	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*		85.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*		79.0	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*		83.8	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*		83.2	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*		70.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*		64.4	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*		78.4	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*		71.0	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*		54.8	56.1

Constructed Response

			Region	Province
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		61.2	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		52.5	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		60.0	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		53.4	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)		66.0	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		47.8	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		69.3	71.0

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

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

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NLESD - Western Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=9]	Region [N=379]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	62.5	74.0	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	87.5	94.2	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	75.0	94.4	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	87.5	92.4	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	87.5	82.5	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	75.0	77.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	62.5	86.0	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	62.5	69.6	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	87.5	82.8	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	50.0	45.3	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	87.5	69.3	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	100.0	81.6	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	62.5	53.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	68.8	63.6	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	75.0	73.1	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	81.3	68.1	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	87.5	85.3	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	87.5	85.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	62.5	79.0	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	62.5	83.8	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	50.0	83.2	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	12.5	70.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	75.0	64.4	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	87.5	78.4	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	87.5	71.0	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	50.0	54.8	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	71.4	61.2	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	57.1	52.5	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	85.7	60.0	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	85.7	53.4	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	71.4	66.0	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	71.4	47.8	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	100.0	69.3	71.0

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

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

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NLESD - Western Region

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

Item — Cognitive Level - Outcome (item parameter)	School [N=37]	Region [N=379]	Province [N=2,422]
Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1. Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)	72.2	74.0	79.0
2. Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)	88.9	94.2	94.6
3. Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	88.9	94.4	94.4
4. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)	88.9	92.4	94.5
5. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	75.0	82.5	86.3
6. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)	80.6	77.2	80.3
7. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)	72.2	86.0	86.9
8. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))	69.4	69.6	72.4
9. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)	63.9	82.8	83.1
10. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)	52.8	45.3	48.7
Constructed Response			
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	69.4	69.3	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	88.9	81.6	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	54.2	53.9	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	68.1	63.6	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	63.9	73.1	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	63.9	68.1	67.3
Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11. Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)	80.0	85.3	88.3
12. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)	82.9	85.3	90.8
13. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	80.0	79.0	79.2
14. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	85.7	83.8	85.0
15. Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)	88.6	83.2	82.7
16. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)	71.4	70.7	76.0
17. Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)	68.6	64.4	65.7
18. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)	85.7	78.4	80.2
19. Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)	74.3	71.0	73.0
20. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)	45.7	54.8	56.1
Constructed Response			
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	51.4	61.2	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	57.1	52.5	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	65.7	60.0	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	60.0	53.4	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	60.0	66.0	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	42.9	47.8	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	65.7	69.3	71.0

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

9/29/2015
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Elementary English Language Arts
Provincial Assessment, June 2015
Male School Report - Multiple Choice/Constructed Response
(Outcome Analysis: % of students who selected correct response)

NLESD - Western Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=24]	Region [N=379]	Province [N=2,422]
Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	66.7	74.0	79.0
2. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	95.8	94.2	94.6
3. *Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	94.4	94.4
4. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	92.4	94.5
5. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	87.5	82.5	86.3
6. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	79.2	77.2	80.3
7. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	95.8	86.0	86.9
8. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	83.3	69.6	72.4
9. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	87.5	82.8	83.1
10. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	54.2	45.3	48.7
Constructed Response			
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	79.2	69.3	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	87.5	81.6	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	56.3	53.9	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	66.7	63.6	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	91.7	73.1	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	70.8	68.1	67.3
Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	91.7	85.3	88.3
12. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	95.8	85.3	90.8
13. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	79.2	79.0	79.2
14. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	91.7	83.8	85.0
15. *Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	87.5	83.2	82.7
16. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	70.8	70.7	76.0
17. *Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	54.2	64.4	65.7
18. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	91.7	78.4	80.2
19. *Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	75.0	71.0	73.6
20. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	79.2	54.8	56.1
Constructed Response			
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	66.7	61.2	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	58.3	52.5	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	75.0	60.0	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	37.5	53.4	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	75.0	66.0	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	33.3	47.8	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	62.5	69.3	71.0

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

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

Newfoundland Labrador

NLESD - Western Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=28]	Region [N=379]	Province [N=2,422]
Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	65.2	74.0	79.0
2. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	95.7	94.2	94.6
3. *Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	95.7	94.4	94.4
4. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	91.3	92.4	94.5
5. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	91.3	82.5	86.3
6. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	91.3	77.2	80.3
7. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	82.6	86.0	86.9
8. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	69.6	69.6	72.4
9. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	95.7	82.8	83.1
10. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	47.8	45.3	48.7
Constructed Response			
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	52.2	69.3	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	78.3	81.6	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	52.2	53.9	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	54.3	63.6	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	73.9	73.1	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	65.2	68.1	67.3
Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	90.9	85.3	88.3
12. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	95.5	85.3	90.8
13. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	81.8	79.0	79.2
14. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	95.5	83.8	85.0
15. *Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	77.3	83.2	82.7
16. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	63.6	70.7	76.0
17. *Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	63.6	64.4	65.7
18. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	81.8	78.4	80.2
19. *Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	72.7	71.0	73.6
20. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	45.5	54.8	56.1
Constructed Response			
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	61.4	61.2	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	59.1	52.5	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	65.9	60.0	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	59.1	53.4	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	54.5	66.0	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	54.5	47.8	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	68.2	69.3	71.0

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

9/29/2015

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NLESD - Western Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=14]	Region [N=379]	Province [N=2,422]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	100.0	74.0	79.0
2. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.2	94.6
3. *Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	94.4	94.4
4. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	92.4	94.5
5. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	100.0	82.5	86.3
6. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	91.7	77.2	80.3
7. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	100.0	86.0	86.9
8. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	91.7	69.6	72.4
9. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	100.0	82.8	83.1
10. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	91.7	45.3	48.7
Constructed Response			
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	91.7	69.3	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	83.3	81.6	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	66.7	53.9	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	75.0	63.6	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	83.3	73.1	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	79.2	68.1	67.3
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	100.0	85.3	88.3
12. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	83.3	85.3	90.8
13. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	83.3	79.0	79.2
14. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	91.7	83.8	85.0
15. *Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	91.7	83.2	82.7
16. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	75.0	70.7	76.0
17. *Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	75.0	64.4	65.7
18. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	83.3	78.4	80.2
19. *Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	100.0	71.0	73.0
20. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	66.7	54.8	56.1
Constructed Response			
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	45.8	61.2	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	50.0	52.5	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	58.3	60.0	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	41.7	53.4	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	66.7	66.0	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	66.7	47.8	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	75.0	69.3	71.0

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

NLESD - Western Region

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

		School	**Region**	**Province**
Item	Cognitive Level - Outcome (*item parameter*)	[N=10]	[N=379]	[N=2,422]

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

#	Item	School	Region	Province
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	80.0	74.0	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.2	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	90.0	94.4	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	92.4	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	100.0	82.5	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	100.0	77.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	100.0	86.0	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	60.0	69.6	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	90.0	82.8	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	30.0	45.3	48.7

Constructed Response

Item	School	Region	Province
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	70.0	69.3	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	80.0	81.6	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	60.0	53.9	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	55.0	63.6	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	60.0	73.1	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	80.0	68.1	67.3

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

#	Item	School	Region	Province
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	77.8	85.3	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	88.9	85.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	88.9	79.0	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	100.0	83.8	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	77.8	83.2	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	66.7	70.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	88.9	64.4	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	88.9	78.4	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	66.7	71.0	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	55.6	54.8	56.1

Constructed Response

Item	School	Region	Province
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	100.0	61.2	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	66.7	52.5	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	83.3	60.0	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	77.8	53.4	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	77.8	66.0	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	66.7	47.8	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	100.0	69.3	71.0

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

NLESD - Western Region

School #: 072   Holy Cross All Grade School, Daniel's Harbour   Grades: K-2,4-11

Item	Cognitive Level - Outcome (*item parameter*)	School [N=2]	Region [N=379]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**	*School data with 5 or fewer students withheld for reasons of confidentiality.*		
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*		74.0	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		94.2	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		94.4	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		92.4	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		82.5	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		77.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		86.0	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		69.6	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		82.8	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		45.3	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		69.3	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		81.6	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		53.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.6	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.1	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		68.1	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*		85.3	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*		85.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*		79.0	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*		83.8	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*		83.2	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*		70.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*		64.4	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*		78.4	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*		71.0	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*		54.8	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		61.2	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		52.5	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		60.0	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		53.4	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)		66.0	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		47.8	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		69.3	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT

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NLESD - Western Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=5]	Region [N=379]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**	*School data with 5 or fewer students withheld for reasons of confidentiality.*		
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*		74.0	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		94.2	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		94.4	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		92.4	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		82.5	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		77.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		86.0	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		69.6	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		82.8	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		45.3	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		69.3	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		81.6	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		53.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.6	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.1	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		68.1	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*		85.3	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*		85.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*		79.0	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*		83.8	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*		83.2	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*		70.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*		64.4	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*		78.4	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*		71.0	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*		54.8	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		61.2	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		52.5	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		60.0	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		53.4	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)		66.0	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		47.8	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		69.3	71.0

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

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

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NLESD - Western Region

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

		School	**Region**	**Province**
Item	Cognitive Level - Outcome (*item parameter*)	[N=4]	[N=379]	[N=2,422]

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

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

1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*		74.0	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		94.2	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		94.4	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		92.4	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		82.5	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		77.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		86.0	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		69.6	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		82.8	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		45.3	48.7

Constructed Response

1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		69.3	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		81.6	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		53.9	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.6	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.1	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		68.1	67.3

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

11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*		85.3	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*		85.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*		79.0	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*		83.8	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*		83.2	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*		70.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*		64.4	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*		78.4	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*		71.0	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*		54.8	56.1

Constructed Response

1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		61.2	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		52.5	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		60.0	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		53.4	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)		66.0	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		47.8	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		69.3	71.0

Note: percentages may not add to 100% due to missing values.   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   9/29/2015

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NLESD - Western Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=8]	Region [N=379]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	85.7	74.0	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	85.7	94.2	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	94.4	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	85.7	92.4	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	85.7	82.5	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	57.1	77.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	100.0	86.0	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	85.7	69.6	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	71.4	82.8	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	28.6	45.3	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	71.4	69.3	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	100.0	81.6	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	50.0	53.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	42.9	63.6	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	100.0	73.1	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	78.6	68.1	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	75.0	85.3	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	100.0	85.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	75.0	79.0	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	87.5	83.8	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	62.5	83.2	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	87.5	70.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	37.5	64.4	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	50.0	78.4	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	62.5	71.0	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	37.5	54.8	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	62.5	61.2	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	37.5	52.5	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	62.5	60.0	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	50.0	53.4	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	62.5	66.0	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	12.5	47.8	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	75.0	69.3	71.0

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

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

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NLESD - Western Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=13]	Region [N=379]	Province [N=2,422]
Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	92.3	74.0	79.0
2. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.2	94.6
3. *Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	94.4	94.4
4. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	92.3	92.4	94.5
5. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	84.6	82.5	86.3
6. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	69.2	77.2	80.3
7. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	92.3	86.0	86.9
8. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	76.9	69.6	72.4
9. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	76.9	82.8	83.1
10. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	30.8	45.3	48.7
Constructed Response			
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	92.3	69.3	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	84.6	81.6	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	57.7	53.9	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	73.1	63.6	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	76.9	73.1	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	69.2	68.1	67.3
Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	90.9	85.3	88.3
12. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	72.7	85.3	90.8
13. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	90.9	79.0	79.2
14. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	100.0	83.8	85.0
15. *Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	100.0	83.2	82.7
16. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	63.6	70.7	76.0
17. *Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	81.8	64.4	65.7
18. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	100.0	78.4	80.2
19. *Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	54.6	71.0	73.0
20. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	81.8	54.8	56.1
Constructed Response			
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	59.1	61.2	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	54.5	52.5	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	45.5	60.0	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	54.5	53.4	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	81.8	66.0	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	90.9	47.8	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	72.7	69.3	71.0

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

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

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Newfoundland Labrador

NLESD - Western Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=2]	Region [N=379]	Province [N=2,422]
	Non-Fiction ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)***			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*		74.0	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		94.2	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		94.4	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		92.4	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		82.5	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		77.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		86.0	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		69.6	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		82.8	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		45.3	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		69.3	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		81.6	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		53.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.6	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.1	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		68.1	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*		85.3	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*		85.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*		79.0	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*		83.8	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*		83.2	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*		70.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*		64.4	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*		78.4	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*		71.0	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*		54.8	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		61.2	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		52.5	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		60.0	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		53.4	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)		66.0	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)		47.8	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		69.3	71.0

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

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT

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NLESD - Western Region

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

		School	Region	Province
Item	Cognitive Level - Outcome (*item parameter*)	[N=3]	[N=379]	[N=2,422]

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

#				
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*		74.0	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		94.2	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		94.4	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		92.4	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		82.5	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		77.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		86.0	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		69.6	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		82.8	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		45.3	48.7

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

Constructed Response

1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		69.3	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		81.6	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		53.9	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.6	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.1	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		68.1	67.3

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

#				
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*		85.3	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*		85.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*		79.0	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*		83.8	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*		83.2	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*		70.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*		64.4	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*		78.4	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*		71.0	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*		54.8	56.1

Constructed Response

1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		61.2	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		52.5	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		60.0	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		53.4	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)		66.0	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		47.8	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		69.3	71.0

Note: percentages may not add to 100% due to missing values.   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   9/29/2015

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NLESD - Western Region

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

		School	Region	Province
Item	Cognitive Level - Outcome (*item parameter*)	[N=1]	[N=379]	[N=2,422]

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

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

#	Item	School	Region	Province
1.	Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)		74.0	79.0
2.	Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)		94.2	94.6
3.	Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)		94.4	94.4
4.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)		92.4	94.5
5.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)		82.5	86.3
6.	Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)		77.2	80.3
7.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)		86.0	86.9
8.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))		69.6	72.4
9.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)		82.8	83.1
10.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)		45.3	48.7

Constructed Response

Item	School	Region	Province
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		69.3	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		81.6	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		53.9	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.6	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.1	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		68.1	67.3

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

#	Item	School	Region	Province
11.	Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		85.3	88.3
12.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		85.3	90.8
13.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		79.0	79.2
14.	Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		83.8	85.0
15.	Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)		83.2	82.7
16.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)		70.7	76.0
17.	Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)		64.4	65.7
18.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)		78.4	80.2
19.	Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)		71.0	73.0
20.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)		54.8	56.1

Constructed Response

Item	School	Region	Province
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		61.2	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		52.5	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		60.0	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		53.4	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)		66.0	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		47.8	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		69.3	71.0

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

9/29/2015

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

NLESD - Western Region

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

	Cognitive Level - Outcome (*item parameter*)	School [N=1]	Region [N=379]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**	*School data with 5 or fewer students withheld for reasons of confidentiality.*		
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*		74.0	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		94.2	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		94.4	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		92.4	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		82.5	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		77.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		86.0	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		69.6	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		82.8	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		45.3	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		69.3	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		81.6	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		53.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.6	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.1	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		68.1	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*		85.3	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*		85.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*		79.0	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*		83.8	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*		83.2	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*		70.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*		64.4	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*		78.4	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*		71.0	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*		54.8	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		61.2	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		52.5	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		60.0	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		53.4	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)		66.0	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		47.8	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		69.3	71.0

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

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

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NLESD - Western Region

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

		School [N=3]	Region [N=379]	Province [N=2,422]
Item	**Cognitive Level - Outcome (*item parameter*)**			

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

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

Item	Description	School	Region	Province
1.	Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)		74.0	79.0
2.	Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)		94.2	94.6
3.	Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)		94.4	94.4
4.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)		92.4	94.5
5.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)		82.5	86.3
6.	Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)		77.2	80.3
7.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)		86.0	86.9
8.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))		69.6	72.4
9.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)		82.8	83.1
10.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)		45.3	48.7

Constructed Response

Item	Description	School	Region	Province
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)			69.3	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)			81.6	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)			53.9	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)			63.6	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)			73.1	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)			68.1	67.3

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

Item	Description	School	Region	Province
11.	Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		85.3	88.3
12.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		85.3	90.8
13.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		79.0	79.2
14.	Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		83.8	85.0
15.	Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)		83.2	82.7
16.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)		70.7	76.0
17.	Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)		64.4	65.7
18.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)		78.4	80.2
19.	Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)		71.0	73.0
20.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)		54.8	56.1

Constructed Response

Item	Description	School	Region	Province
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)			61.2	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))			52.5	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)			60.0	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)			53.4	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)			66.0	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)			47.8	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)			69.3	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT   9/29/2015   12:04:24PM   32

NLESD - Western Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=26]	Region [N=379]	Province [N=2,422]
	Non-Fiction ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)***			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	69.6	74.0	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	95.7	94.2	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	94.4	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	95.7	92.4	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	78.3	82.5	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	73.9	77.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	91.3	86.0	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	82.6	69.6	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	95.7	82.8	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	60.9	45.3	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	73.9	69.3	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	91.3	81.6	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	50.0	53.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	67.4	63.6	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	60.9	73.1	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	69.6	68.1	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	100.0	85.3	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	91.3	85.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	78.3	79.0	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	82.6	83.8	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	65.2	83.2	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	78.3	70.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	56.5	64.4	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	91.3	78.4	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	78.3	71.0	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	52.2	54.8	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	47.8	61.2	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	52.2	52.5	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	54.3	60.0	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	52.2	53.4	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	69.6	66.0	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	43.5	47.8	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	69.6	69.3	71.0

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

NLESD - Western Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=6]	Region [N=379]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	83.3	74.0	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.2	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	94.4	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	92.4	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	100.0	82.5	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	100.0	77.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	100.0	86.0	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	83.3	69.6	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	83.3	82.8	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	16.7	45.3	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	66.7	69.3	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	66.7	81.6	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	58.3	53.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	83.3	63.6	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	16.7	73.1	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	83.3	68.1	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	83.3	85.3	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	83.3	85.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	50.0	79.0	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	83.3	83.8	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	83.3	83.2	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	83.3	70.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	83.3	64.4	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	83.3	78.4	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	33.3	71.0	73.6
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	33.3	54.8	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	75.0	61.2	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	83.3	52.5	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	75.0	60.0	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	50.0	53.4	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	100.0	66.0	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	66.7	47.8	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	100.0	69.3	71.0

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

9/29/2015

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT

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NLESD - Western Region

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

		School	Region	Province
Item	Cognitive Level - Outcome (*item parameter*)	[N=5]	[N=379]	[N=2,422]

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

#	Item	School	Region	Province
1.	Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	74.0	79.0
2.	Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)		94.2	94.6
3.	Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)		94.4	94.4
4.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)		92.4	94.5
5.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)		82.5	86.3
6.	Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)		77.2	80.3
7.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)		86.0	86.9
8.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))		69.6	72.4
9.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)		82.8	83.1
10.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)		45.3	48.7

Constructed Response

Item	School	Region	Province
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		69.3	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		81.6	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		53.9	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.6	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.1	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		68.1	67.3

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

#	Item	School	Region	Province
11.	Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		85.3	88.3
12.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		85.3	90.8
13.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		79.0	79.2
14.	Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		83.8	85.0
15.	Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)		83.2	82.7
16.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)		70.7	76.0
17.	Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)		64.4	65.7
18.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)		78.4	80.2
19.	Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)		71.0	73.0
20.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)		54.8	56.1

Constructed Response

Item	School	Region	Province
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		61.2	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		52.5	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		60.0	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		53.4	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)		66.0	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		47.8	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		69.3	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT

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NLESD - Western Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=6]	Region [N=379]	Province [N=2,422]
	Non-Fiction　　　**Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	40.0	74.0	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.2	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	94.4	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	92.4	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	80.0	82.5	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	60.0	77.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	100.0	86.0	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	60.0	69.6	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	60.0	82.8	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	20.0	45.3	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	40.0	69.3	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	80.0	81.6	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	60.0	53.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	60.0	63.6	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	60.0	73.1	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	50.0	68.1	67.3
	Fiction　　**Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	75.0	85.3	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	75.0	85.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	100.0	79.0	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	75.0	83.8	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	100.0	83.2	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	50.0	70.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	50.0	64.4	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	0.0	78.4	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	50.0	71.0	73.6
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	50.0	54.8	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	40.0	61.2	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	60.0	52.5	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	50.0	60.0	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	40.0	53.4	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	60.0	66.0	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	60.0	47.8	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	40.0	69.3	71.0

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

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

NLESD - Western Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=6]	Region [N=379]	Province [N=2,422]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	80.0	74.0	79.0
2. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.2	94.6
3. *Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	94.4	94.4
4. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	92.4	94.5
5. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	80.0	82.5	86.3
6. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	100.0	77.2	80.3
7. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	100.0	86.0	86.9
8. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	80.0	69.6	72.4
9. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	80.0	82.8	83.1
10. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	60.0	45.3	48.7
Constructed Response			
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	100.0	69.3	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	100.0	81.6	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	70.0	53.9	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	90.0	63.6	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	100.0	73.1	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	80.0	68.1	67.3
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	100.0	85.3	88.3
12. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	80.0	85.3	90.8
13. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	80.0	79.0	79.2
14. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	100.0	83.8	85.0
15. *Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	80.0	83.2	82.7
16. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	80.0	70.7	76.0
17. *Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	80.0	64.4	65.7
18. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	60.0	78.4	80.2
19. *Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	80.0	71.0	73.0
20. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	100.0	54.8	56.1
Constructed Response			
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	70.0	61.2	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	60.0	52.5	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	40.0	60.0	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	80.0	53.4	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	80.0	66.0	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	100.0	47.8	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	20.0	69.3	71.0

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

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

NLESD - Western Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=6]	Region [N=379]	Province [N=2,422]
	Non-Fiction ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)***			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	50.0	74.0	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	75.0	94.2	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	75.0	94.4	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	92.4	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	75.0	82.5	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	50.0	77.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	75.0	86.0	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	25.0	69.6	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	100.0	82.8	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	50.0	45.3	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	100.0	69.3	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	75.0	81.6	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	62.5	53.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	37.5	63.6	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	50.0	73.1	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	62.5	68.1	67.3
	Fiction ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)***			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	80.0	85.3	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	80.0	85.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	60.0	79.0	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	80.0	83.8	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	40.0	83.2	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	60.0	70.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	60.0	64.4	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	60.0	78.4	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	80.0	71.0	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	40.0	54.8	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	50.0	61.2	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	20.0	52.5	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	50.0	60.0	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	40.0	53.4	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	80.0	66.0	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	20.0	47.8	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	80.0	69.3	71.0

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

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

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Newfoundland Labrador

NLESD - Western Region

School #: 137   St. Simon and St. Jude Academy, Francois   Grades: K-2,6,8-11

		School [N=1]	Region [N=379]	Province [N=2,422]
Item	Cognitive Level - Outcome (*item parameter*)			

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

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

#	Item	School	Region	Province
1.	Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)		74.0	79.0
2.	Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)		94.2	94.6
3.	Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)		94.4	94.4
4.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)		92.4	94.5
5.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)		82.5	86.3
6.	Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)		77.2	80.3
7.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)		86.0	86.9
8.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))		69.6	72.4
9.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)		82.8	83.1
10.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)		45.3	48.7

Constructed Response

Item	School	Region	Province
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		69.3	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		81.6	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		53.9	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.6	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.1	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		68.1	67.3

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

#	Item	School	Region	Province
11.	Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		85.3	88.3
12.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		85.3	90.8
13.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		79.0	79.2
14.	Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		83.8	85.0
15.	Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)		83.2	82.7
16.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)		70.7	76.0
17.	Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)		64.4	65.7
18.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)		78.4	80.2
19.	Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)		71.0	73.0
20.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)		54.8	56.1

Constructed Response

Item	School	Region	Province
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		61.2	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		52.5	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		60.0	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		53.4	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)		66.0	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		47.8	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		69.3	71.0

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

NLESD - Western Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=6]	Region [N=379]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	50.0	74.0	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	75.0	94.2	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	75.0	94.4	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	92.4	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	50.0	82.5	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	75.0	77.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	50.0	86.0	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	25.0	69.6	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	75.0	82.8	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	0.0	45.3	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	75.0	69.3	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	75.0	81.6	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	37.5	53.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	87.5	63.6	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	75.0	73.1	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	62.5	68.1	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	75.0	85.3	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	100.0	85.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	75.0	79.0	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	100.0	83.8	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	100.0	83.2	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	100.0	70.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	50.0	64.4	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	75.0	78.4	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	75.0	71.0	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	50.0	54.8	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	62.5	61.2	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	50.0	52.5	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	50.0	60.0	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	50.0	53.4	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	75.0	66.0	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	75.0	47.8	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	100.0	69.3	71.0

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

Newfoundland Labrador

NLESD - Western Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=36]	Region [N=379]	Province [N=2,422]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	87.9	74.0	79.0
2. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.2	94.6
3. *Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	97.0	94.4	94.4
4. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	90.9	92.4	94.5
5. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	84.9	82.5	86.3
6. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	78.8	77.2	80.3
7. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	90.9	86.0	86.9
8. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	69.7	69.6	72.4
9. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	90.9	82.8	83.1
10. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	39.4	45.3	48.7
Constructed Response			
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	66.7	69.3	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	78.8	81.6	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	53.0	53.9	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	48.5	63.6	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	78.8	73.1	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	65.2	68.1	67.3
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	80.7	85.3	88.3
12. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	77.4	85.3	90.8
13. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	87.1	79.0	79.2
14. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	77.4	83.8	85.0
15. *Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	80.7	83.2	82.7
16. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	71.0	70.7	76.0
17. *Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	67.7	64.4	65.7
18. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	67.7	78.4	80.2
19. *Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	71.0	71.0	73.0
20. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	45.2	54.8	56.1
Constructed Response			
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	65.6	61.2	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	40.6	52.5	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	45.3	60.0	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	56.3	53.4	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	56.3	66.0	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	37.5	47.8	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	56.3	69.3	71.0

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

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

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NLESD - Western Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=3]	Region [N=379]	Province [N=2,422]

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

1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*		74.0	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		94.2	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		94.4	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		92.4	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		82.5	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		77.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		86.0	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		69.6	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		82.8	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		45.3	48.7

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

Constructed Response

1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		69.3	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		81.6	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		53.9	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.6	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.1	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		68.1	67.3

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

11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*		85.3	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*		85.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*		79.0	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*		83.8	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*		83.2	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*		70.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*		64.4	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*		78.4	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*		71.0	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*		54.8	56.1

Constructed Response

1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		61.2	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		52.5	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		60.0	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		53.4	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)		66.0	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		47.8	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		69.3	71.0

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

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

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NLESD - Western Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=8]	Region [N=379]	Province [N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	100.0	74.0	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.2	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	94.4	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	92.4	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	50.0	82.5	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	50.0	77.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	100.0	86.0	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	83.3	69.6	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	83.3	82.8	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	0.0	45.3	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	33.3	69.3	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	66.7	81.6	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	58.3	53.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	50.0	63.6	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	16.7	73.1	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	58.3	68.1	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	100.0	85.3	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	66.7	85.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	66.7	79.0	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	66.7	83.8	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	66.7	83.2	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	83.3	70.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	83.3	64.4	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	83.3	78.4	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	50.0	71.0	73.6
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	100.0	54.8	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	83.3	61.2	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	50.0	52.5	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	66.7	60.0	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	33.3	53.4	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	66.7	66.0	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	100.0	47.8	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	66.7	69.3	71.0

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

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

NLESD - Western Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=48]	Region [N=379]	Province [N=2,422]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	71.7	74.0	79.0
2. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	93.5	94.2	94.6
3. *Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	84.8	94.4	94.4
4. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	84.8	92.4	94.5
5. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	76.1	82.5	86.3
6. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	69.6	77.2	80.3
7. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	82.6	86.0	86.9
8. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	52.2	69.6	72.4
9. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	78.3	82.8	83.1
10. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	32.6	45.3	48.7
Constructed Response			
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	54.3	69.3	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	69.6	81.6	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	47.8	53.9	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	67.4	63.6	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	76.1	73.1	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	65.2	68.1	67.3
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	78.7	85.3	88.3
12. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	76.6	85.3	90.8
13. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	78.7	79.0	79.2
14. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	76.6	83.8	85.0
15. *Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	87.2	83.2	82.7
16. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	70.2	70.7	76.0
17. *Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	61.7	64.4	65.7
18. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	80.9	78.4	80.2
19. *Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	68.1	71.0	73.0
20. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	48.9	54.8	56.1
Constructed Response			
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	59.6	61.2	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	48.9	52.5	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	64.9	60.0	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	53.2	53.4	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	63.8	66.0	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	36.2	47.8	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	51.1	69.3	71.0

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

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

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NLESD - Western Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=7]	Region [N=379]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	71.4	74.0	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.2	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	94.4	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	92.4	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	100.0	82.5	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	57.1	77.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	85.7	86.0	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	57.1	69.6	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	85.7	82.8	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	57.1	45.3	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	85.7	69.3	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	100.0	81.6	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	57.1	53.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	85.7	63.6	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	85.7	73.1	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	85.7	68.1	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	85.7	85.3	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	85.7	85.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	71.4	79.0	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	100.0	83.8	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	100.0	83.2	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	85.7	70.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	71.4	64.4	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	42.9	78.4	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	71.4	71.0	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	71.4	54.8	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	57.1	61.2	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	85.7	52.5	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	57.1	60.0	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	42.9	53.4	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	28.6	66.0	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	57.1	47.8	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	100.0	69.3	71.0

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

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

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NLESD - Western Region

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

		School	Region	Province
Item	Cognitive Level - Outcome (*item parameter*)	[N=5]	[N=379]	[N=2,422]

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

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

#	Item	School	Region	Province
1.	Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)		74.0	79.0
2.	Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)		94.2	94.6
3.	Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)		94.4	94.4
4.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)		92.4	94.5
5.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)		82.5	86.3
6.	Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)		77.2	80.3
7.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)		86.0	86.9
8.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))		69.6	72.4
9.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)		82.8	83.1
10.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)		45.3	48.7

Constructed Response

Item	School	Region	Province
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		69.3	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		81.6	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		53.9	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.6	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.1	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		68.1	67.3

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

#	Item	School	Region	Province
11.	Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		85.3	88.3
12.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		85.3	90.8
13.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		79.0	79.2
14.	Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		83.8	85.0
15.	Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)		83.2	82.7
16.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)		70.7	76.0
17.	Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)		64.4	65.7
18.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)		78.4	80.2
19.	Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)		71.0	73.0
20.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)		54.8	56.1

Constructed Response

Item	School	Region	Province
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		61.2	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		52.5	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		60.0	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		53.4	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)		66.0	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		47.8	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		69.3	71.0

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

Newfoundland Labrador

NLESD - Western Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=4]	Region [N=379]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**	*School data with 5 or fewer students withheld for reasons of confidentiality.*		
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*		74.0	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		94.2	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		94.4	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		92.4	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		82.5	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		77.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		86.0	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		69.6	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		82.8	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		45.3	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		69.3	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		81.6	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		53.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.6	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.1	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		68.1	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*		85.3	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*		85.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*		79.0	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*		83.8	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*		83.2	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*		70.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*		64.4	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*		78.4	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*		71.0	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*		54.8	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		61.2	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		52.5	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		60.0	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		53.4	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)		66.0	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)		47.8	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		69.3	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT

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Newfoundland Labrador

NLESD - Western Region

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

		School	Region	Province
Item	Cognitive Level - Outcome (*item parameter*)	[N=6]	[N=379]	[N=2,422]

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

1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	50.0	74.0	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.2	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	94.4	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	92.4	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	100.0	82.5	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	83.3	77.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	100.0	86.0	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	100.0	69.6	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	100.0	82.8	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	83.3	45.3	48.7

Constructed Response

1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		66.7	69.3	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		83.3	81.6	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		66.7	53.9	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		75.0	63.6	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		100.0	73.1	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		66.7	68.1	67.3

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

11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	100.0	85.3	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	100.0	85.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	60.0	79.0	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	100.0	83.8	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	80.0	83.2	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	80.0	70.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	80.0	64.4	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	100.0	78.4	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	80.0	71.0	73.6
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	80.0	54.8	56.1

Constructed Response

1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		80.0	61.2	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		80.0	52.5	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		70.0	60.0	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		60.0	53.4	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)		80.0	66.0	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		80.0	47.8	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		100.0	69.3	71.0

Note: percentages may not add to 100% due to missing values.   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   9/29/2015

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NLESD - Western Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=7]	Region [N=379]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	100.0	74.0	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.2	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	94.4	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	92.4	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	100.0	82.5	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	100.0	77.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	80.0	86.0	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	60.0	69.6	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	60.0	82.8	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	60.0	45.3	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	60.0	69.3	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	80.0	81.6	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	40.0	53.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	60.0	63.6	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	40.0	73.1	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	90.0	68.1	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	80.0	85.3	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	100.0	85.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	80.0	79.0	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	100.0	83.8	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	100.0	83.2	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	80.0	70.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	80.0	64.4	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	60.0	78.4	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	60.0	71.0	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	60.0	54.8	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	70.0	61.2	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	80.0	52.5	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	40.0	60.0	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	20.0	53.4	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	40.0	66.0	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	40.0	47.8	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	100.0	69.3	71.0

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

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

NLESD - Western Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=13]	Region [N=379]	Province [N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	50.0	74.0	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.2	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	94.4	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	90.0	92.4	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	80.0	82.5	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	50.0	77.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	90.0	86.0	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	70.0	69.6	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	90.0	82.8	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	40.0	45.3	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	60.0	69.3	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	80.0	81.6	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	40.0	53.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	65.0	63.6	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	100.0	73.1	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	70.0	68.1	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	100.0	85.3	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	88.9	85.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	77.8	79.0	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	88.9	83.8	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	66.7	83.2	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	66.7	70.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	77.8	64.4	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	66.7	78.4	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	55.6	71.0	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	44.4	54.8	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	33.3	61.2	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	11.1	52.5	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	33.3	60.0	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	22.2	53.4	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	66.7	66.0	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	33.3	47.8	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	77.8	69.3	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT

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NLESD - Central Region

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

Item / Cognitive Level - Outcome (*item parameter*)	School [N=8]	Region [N=433]	Province [N=2,422]
Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	57.1	81.9	79.0
2. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	71.4	94.1	94.6
3. *Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	85.7	92.5	94.4
4. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	85.7	92.3	94.5
5. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	71.4	84.0	86.3
6. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	71.4	77.6	80.3
7. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	57.1	86.1	86.9
8. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	57.1	73.3	72.4
9. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	85.7	83.5	83.1
10. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	28.6	46.7	48.7
Constructed Response			
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	25.0	62.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	62.5	82.1	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	25.0	55.9	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	50.0	63.5	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	50.0	73.9	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	62.5	67.9	67.3
Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	57.1	88.7	88.3
12. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	71.4	89.5	90.8
13. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	71.4	76.4	79.2
14. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	85.7	83.3	85.0
15. *Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	100.0	81.4	82.7
16. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	57.1	73.0	76.0
17. *Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	57.1	64.1	65.7
18. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	71.4	79.3	80.2
19. *Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	71.4	74.4	73.6
20. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	14.3	60.5	56.1
Constructed Response			
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	50.0	57.0	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	25.0	55.1	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	43.8	65.7	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	62.5	58.8	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	75.0	68.8	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	50.0	52.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	87.5	71.1	71.0

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

NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=20]	Region [N=433]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	86.7	81.9	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	80.0	94.1	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	73.3	92.5	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	80.0	92.3	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	66.7	84.0	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	53.3	77.6	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	60.0	86.1	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	66.7	73.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	86.7	83.5	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	40.0	46.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	66.7	62.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	73.3	82.1	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	53.3	55.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	53.3	63.5	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	93.3	73.9	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	83.3	67.9	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	80.0	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	80.0	89.5	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	66.7	76.4	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	86.7	83.3	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	93.3	81.4	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	40.0	73.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	46.7	64.1	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	93.3	79.3	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	66.7	74.4	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	26.7	60.5	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	46.7	57.0	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	20.0	55.1	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	60.0	65.7	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	80.0	58.8	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	66.7	68.8	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	53.3	52.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	93.3	71.1	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT

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NLESD - Central Region

School #: 138 Victoria Academy, Gaultois	Grades: K-2,5-8,10-12	**School**	**Region**	**Province**
Item	Cognitive Level - Outcome (*item parameter*)	[N=2]	[N=433]	[N=2,422]

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

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

#		School	Region	Province
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*		81.9	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		94.1	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		92.5	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		92.3	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		84.0	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		77.6	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		86.1	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		73.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		83.5	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		46.7	48.7

Constructed Response

	School	Region	Province
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		62.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		82.1	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		55.9	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.5	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.9	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		67.9	67.3

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

#		School	Region	Province
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*		88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*		89.5	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*		76.4	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*		83.3	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*		81.4	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*		73.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*		64.1	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*		79.3	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*		74.4	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*		60.5	56.1

Constructed Response

	School	Region	Province
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		57.0	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		55.1	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		65.7	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		58.8	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)		68.8	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		52.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		71.1	71.0

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

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

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NLESD - Central Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=60]	Region [N=433]	Province [N=2,422]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	90.7	81.9	79.0
2. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	98.2	94.1	94.6
3. *Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	98.2	92.5	94.4
4. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	98.2	92.3	94.5
5. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	100.0	84.0	86.3
6. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	92.6	77.6	80.3
7. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	96.3	86.1	86.9
8. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	72.2	73.3	72.4
9. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	87.0	83.5	83.1
10. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	53.7	46.7	48.7
Constructed Response			
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	79.6	62.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	90.7	82.1	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	68.5	55.9	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	76.9	63.5	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	96.3	73.9	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	72.2	67.9	67.3
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	88.9	88.7	88.3
12. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	96.3	89.5	90.8
13. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	87.0	76.4	79.2
14. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	90.7	83.3	85.0
15. *Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	90.7	81.4	82.7
16. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	88.9	73.0	76.0
17. *Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	75.9	64.1	65.7
18. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	83.3	79.3	80.2
19. *Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	81.5	74.4	73.0
20. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	77.8	60.5	56.1
Constructed Response			
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	67.3	57.0	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	63.6	55.1	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	63.6	65.7	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	74.5	58.8	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	76.4	68.8	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	54.5	52.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	76.4	71.1	71.0

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

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

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NLESD - Central Region

Item	Cognitive Level - Outcome (*item parameter*)	School [N=15]	Region [N=433]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	93.3	81.9	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.1	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	93.3	92.5	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	93.3	92.3	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	86.7	84.0	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	86.7	77.6	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	93.3	86.1	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	60.0	73.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	86.7	83.5	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	60.0	46.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	66.7	62.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	93.3	82.1	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	66.7	55.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	80.0	63.5	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	93.3	73.9	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	70.0	67.9	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	93.3	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	86.7	89.5	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	80.0	76.4	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	53.3	83.3	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	93.3	81.4	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	73.3	73.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	66.7	64.1	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	53.3	79.3	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	73.3	74.4	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	73.3	60.5	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	83.3	57.0	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	73.3	55.1	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	66.7	65.7	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	66.7	58.8	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	73.3	68.8	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	60.0	52.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	73.3	71.1	71.0

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

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

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

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NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=8]	Region [N=433]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	75.0	81.9	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.1	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	87.5	92.5	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	87.5	92.3	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	100.0	84.0	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	87.5	77.6	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	87.5	86.1	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	75.0	73.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	87.5	83.5	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	37.5	46.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	57.1	62.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	100.0	82.1	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	50.0	55.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	57.1	63.5	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	85.7	73.9	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	92.9	67.9	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	100.0	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	100.0	89.5	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	75.0	76.4	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	62.5	83.3	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	50.0	81.4	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	87.5	73.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	75.0	64.1	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	100.0	79.3	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	62.5	74.4	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	87.5	60.5	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	64.3	57.0	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	85.7	55.1	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	78.6	65.7	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	71.4	58.8	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	85.7	68.8	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	28.6	52.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	100.0	71.1	71.0

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

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

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Newfoundland Labrador

NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=2]	Region [N=433]	Province [N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	*School data with 5 or fewer students withheld for reasons of confidentiality.*		
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*		81.9	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		94.1	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		92.5	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		92.3	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		84.0	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		77.6	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		86.1	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		73.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		83.5	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		46.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		62.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		82.1	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		55.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.5	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.9	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		67.9	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*		88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*		89.5	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*		76.4	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*		83.3	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*		81.4	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*		73.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*		64.1	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*		79.3	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*		74.4	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*		60.5	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		57.0	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		55.1	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		65.7	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		58.8	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)		68.8	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		52.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		71.1	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT

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NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=4]	Region [N=433]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**	*School data with 5 or fewer students withheld for reasons of confidentiality.*		
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*		81.9	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		94.1	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		92.5	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		92.3	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		84.0	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		77.6	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		86.1	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		73.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		83.5	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		46.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		62.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		82.1	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		55.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.5	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.9	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		67.9	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*		88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*		89.5	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*		76.4	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*		83.3	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*		81.4	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*		73.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*		64.1	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*		79.3	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*		74.4	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*		60.5	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		57.0	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		55.1	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		65.7	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		58.8	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)		68.8	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		52.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		71.1	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT   9/29/2015   12:04:24PM   58

NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=10]	Region [N=433]	Province [N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	77.8	81.9	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.1	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	92.5	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	92.3	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	88.9	84.0	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	77.8	77.6	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	77.8	86.1	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	66.7	73.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	88.9	83.5	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	22.2	46.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	77.8	62.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	77.8	82.1	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	72.2	55.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	72.2	63.5	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	66.7	73.9	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	77.8	67.9	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	90.0	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	90.0	89.5	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	80.0	76.4	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	60.0	83.3	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	90.0	81.4	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	60.0	73.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	80.0	64.1	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	70.0	79.3	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	50.0	74.4	73.6
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	80.0	60.5	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	55.0	57.0	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	70.0	55.1	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	90.0	65.7	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	50.0	58.8	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	70.0	68.8	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	80.0	52.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	90.0	71.1	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT

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NLESD - Central Region

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

		School	Region	Province
Item	Cognitive Level - Outcome (*item parameter*)	[N=5]	[N=433]	[N=2,422]

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

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

			Region	Province
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*		81.9	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		94.1	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		92.5	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		92.3	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		84.0	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		77.6	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		86.1	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		73.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		83.5	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		46.7	48.7

Constructed Response

		Region	Province
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		62.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		82.1	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		55.9	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.5	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.9	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		67.9	67.3

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

		Region	Province
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	89.5	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	76.4	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	83.3	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	81.4	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	73.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	64.1	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	79.3	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	74.4	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	60.5	56.1

Constructed Response

		Region	Province
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		57.0	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		55.1	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		65.7	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		58.8	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)		68.8	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		52.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		71.1	71.0

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

NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=4]	Region [N=433]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	*School data with 5 or fewer students withheld for reasons of confidentiality.*	81.9	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		94.1	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		92.5	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		92.3	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		84.0	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		77.6	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		86.1	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		73.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		83.5	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		46.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		62.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		82.1	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		55.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.5	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.9	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		67.9	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*		88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*		89.5	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*		76.4	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*		83.3	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*		81.4	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*		73.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*		64.1	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*		79.3	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*		74.4	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*		60.5	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		57.0	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		55.1	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		65.7	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		58.8	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)		68.8	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		52.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		71.1	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT

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Newfoundland Labrador

NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=9]	Region [N=433]	Province [N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	71.4	81.9	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.1	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	92.5	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	92.3	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	100.0	84.0	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	85.7	77.6	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	100.0	86.1	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	57.1	73.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	85.7	83.5	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	71.4	46.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	71.4	62.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	85.7	82.1	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	71.4	55.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	85.7	63.5	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	85.7	73.9	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	71.4	67.9	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	85.7	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	100.0	89.5	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	100.0	76.4	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	85.7	83.3	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	71.4	81.4	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	71.4	73.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	85.7	64.1	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	57.1	79.3	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	85.7	74.4	73.6
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	100.0	60.5	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	64.3	57.0	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	57.1	55.1	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	92.9	65.7	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	42.9	58.8	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	57.1	68.8	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	57.1	52.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	57.1	71.1	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT

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NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=6]	Region [N=433]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	66.7	81.9	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	83.3	94.1	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	92.5	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	92.3	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	83.3	84.0	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	66.7	77.6	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	100.0	86.1	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	83.3	73.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	83.3	83.5	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	0.0	46.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	83.3	62.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	100.0	82.1	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	41.7	55.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	75.0	63.5	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	100.0	73.9	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	75.0	67.9	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	83.3	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	100.0	89.5	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	100.0	76.4	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	100.0	83.3	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	66.7	81.4	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	50.0	73.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	66.7	64.1	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	66.7	79.3	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	33.3	74.4	73.6
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	66.7	60.5	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	75.0	57.0	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	66.7	55.1	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	83.3	65.7	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	50.0	58.8	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	83.3	68.8	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	66.7	52.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	83.3	71.1	71.0

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

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

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NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=9]	Region [N=433]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	100.0	81.9	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.1	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	92.5	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	92.3	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	100.0	84.0	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	66.7	77.6	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	83.3	86.1	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	83.3	73.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	83.3	83.5	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	83.3	46.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	83.3	62.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	83.3	82.1	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	41.7	55.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	50.0	63.5	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	66.7	73.9	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	66.7	67.9	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	100.0	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	85.7	89.5	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	71.4	76.4	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	85.7	83.3	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	57.1	81.4	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	85.7	73.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	42.9	64.1	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	85.7	79.3	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	100.0	74.4	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	71.4	60.5	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	14.3	57.0	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	71.4	55.1	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	64.3	65.7	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	57.1	58.8	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	71.4	68.8	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	42.9	52.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	85.7	71.1	71.0

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

NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=7]	Region [N=433]	Province [N=2,422]
	Non-Fiction ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)***			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	66.7	81.9	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.1	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	92.5	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	66.7	92.3	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	100.0	84.0	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	66.7	77.6	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	66.7	86.1	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	66.7	73.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	100.0	83.5	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	33.3	46.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	83.3	62.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	100.0	82.1	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	75.0	55.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	66.7	63.5	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	83.3	73.9	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	50.0	67.9	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	83.3	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	83.3	89.5	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	50.0	76.4	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	100.0	83.3	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	50.0	81.4	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	83.3	73.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	50.0	64.1	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	83.3	79.3	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	66.7	74.4	73.6
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	33.3	60.5	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	50.0	57.0	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	83.3	55.1	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	58.3	65.7	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	33.3	58.8	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	50.0	68.8	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	33.3	52.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	83.3	71.1	71.0

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

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

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NLESD - Central Region

School #: 183	William Mercer Academy, Dover	Grades: K-9	School	Region	Province
Item	Cognitive Level - Outcome (*item parameter*)		[N=8]	[N=433]	[N=2,422]

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

#	Item	School	Region	Province
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	71.4	81.9	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.1	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	92.5	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	71.4	92.3	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	85.7	84.0	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	57.1	77.6	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	100.0	86.1	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	42.9	73.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	42.9	83.5	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	14.3	46.7	48.7

Constructed Response

Item	School	Region	Province
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	57.1	62.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	71.4	82.1	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	42.9	55.9	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	57.1	63.5	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	71.4	73.9	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	57.1	67.9	67.3

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

#	Item	School	Region	Province
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	87.5	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	75.0	89.5	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	50.0	76.4	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	100.0	83.3	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	75.0	81.4	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	37.5	73.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	62.5	64.1	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	62.5	79.3	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	62.5	74.4	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	87.5	60.5	56.1

Constructed Response

Item	School	Region	Province
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	37.5	57.0	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	25.0	55.1	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	56.3	65.7	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	75.0	58.8	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	62.5	68.8	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	25.0	52.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	62.5	71.1	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT

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NLESD - Central Region

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

		School [N=2]	Region [N=433]	Province [N=2,422]
Item	Cognitive Level - Outcome (*item parameter*)			

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

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

#	Item	School	Region	Province
1.	Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)		81.9	79.0
2.	Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)		94.1	94.6
3.	Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)		92.5	94.4
4.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)		92.3	94.5
5.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)		84.0	86.3
6.	Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)		77.6	80.3
7.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)		86.1	86.9
8.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))		73.3	72.4
9.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)		83.5	83.1
10.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)		46.7	48.7

Constructed Response

Item	School	Region	Province
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		62.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		82.1	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		55.9	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.5	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.9	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		67.9	67.3

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

#	Item	School	Region	Province
11.	Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		88.7	88.3
12.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		89.5	90.8
13.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		76.4	79.2
14.	Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		83.3	85.0
15.	Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)		81.4	82.7
16.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)		73.0	76.0
17.	Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)		64.1	65.7
18.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)		79.3	80.2
19.	Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)		74.4	73.0
20.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)		60.5	56.1

Constructed Response

Item	School	Region	Province
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		57.0	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		55.1	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		65.7	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		58.8	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)		68.8	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)		52.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		71.1	71.0

Note: percentages may not add to 100% due to missing values.   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   9/29/2015

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NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=31]	Region [N=433]	Province [N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	89.3	81.9	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	89.3	94.1	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	92.9	92.5	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	96.4	92.3	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	82.1	84.0	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	82.1	77.6	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	78.6	86.1	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	85.7	73.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	85.7	83.5	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	53.6	46.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	57.1	62.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	85.7	82.1	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	55.4	55.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	75.0	63.5	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	92.9	73.9	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	76.8	67.9	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	92.6	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	96.3	89.5	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	88.9	76.4	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	85.2	83.3	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	77.8	81.4	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	74.1	73.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	70.4	64.1	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	85.2	79.3	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	70.4	74.4	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	66.7	60.5	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	66.7	57.0	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	59.3	55.1	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	66.7	65.7	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	48.1	58.8	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	85.2	68.8	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	51.9	52.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	81.5	71.1	71.0

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

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

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NLESD - Central Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=7]	Region [N=433]	Province [N=2,422]
Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	85.7	81.9	79.0
2. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.1	94.6
3. *Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	85.7	92.5	94.4
4. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	92.3	94.5
5. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	85.7	84.0	86.3
6. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	42.9	77.6	80.3
7. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	71.4	86.1	86.9
8. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	57.1	73.3	72.4
9. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	85.7	83.5	83.1
10. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	71.4	46.7	48.7
Constructed Response			
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	71.4	62.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	85.7	82.1	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	50.0	55.9	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	64.3	63.5	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	71.4	73.9	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	50.0	67.9	67.3
Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	83.3	88.7	88.3
12. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	83.3	89.5	90.8
13. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	50.0	76.4	79.2
14. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	83.3	83.3	85.0
15. *Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	66.7	81.4	82.7
16. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	66.7	73.0	76.0
17. *Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	33.3	64.1	65.7
18. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	66.7	79.3	80.2
19. *Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	66.7	74.4	73.6
20. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	16.7	60.5	56.1
Constructed Response			
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	83.3	57.0	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	50.0	55.1	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	91.7	65.7	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	83.3	58.8	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	83.3	68.8	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	66.7	52.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	83.3	71.1	71.0

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

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

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NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=7]	Region [N=433]	Province [N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	83.3	81.9	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.1	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	92.5	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	92.3	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	83.3	84.0	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	66.7	77.6	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	83.3	86.1	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	83.3	73.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	83.3	83.5	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	33.3	46.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	50.0	62.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	66.7	82.1	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	50.0	55.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	75.0	63.5	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	66.7	73.9	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	75.0	67.9	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	85.7	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	100.0	89.5	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	71.4	76.4	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	100.0	83.3	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	85.7	81.4	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	28.6	73.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	57.1	64.1	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	85.7	79.3	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	71.4	74.4	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	28.6	60.5	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	42.9	57.0	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	85.7	55.1	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	57.1	65.7	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	71.4	58.8	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	57.1	68.8	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	14.3	52.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	57.1	71.1	71.0

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

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

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NLESD - Central Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=10]	Region [N=433]	Province [N=2,422]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	88.9	81.9	79.0
2. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	88.9	94.1	94.6
3. *Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	92.5	94.4
4. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	88.9	92.3	94.5
5. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	44.4	84.0	86.3
6. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	77.8	77.6	80.3
7. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	88.9	86.1	86.9
8. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	77.8	73.3	72.4
9. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	66.7	83.5	83.1
10. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	11.1	46.7	48.7
Constructed Response			
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	33.3	62.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	44.4	82.1	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	50.0	55.9	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	50.0	63.5	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	33.3	73.9	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	44.4	67.9	67.3
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	90.0	88.7	88.3
12. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	100.0	89.5	90.8
13. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	100.0	76.4	79.2
14. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	80.0	83.3	85.0
15. *Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	70.0	81.4	82.7
16. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	70.0	73.0	76.0
17. *Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	70.0	64.1	65.7
18. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	70.0	79.3	80.2
19. *Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	90.0	74.4	73.0
20. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	70.0	60.5	56.1
Constructed Response			
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	60.0	57.0	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	40.0	55.1	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	65.0	65.7	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	50.0	58.8	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	70.0	68.8	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	50.0	52.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	80.0	71.1	71.0

Note: percentages may not add to 100% due to missing values.   Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from region and provincial results.
Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT
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Newfoundland Labrador

NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=12]	Region [N=433]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	66.7	81.9	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	91.7	94.1	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	83.3	92.5	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	83.3	92.3	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	66.7	84.0	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	58.3	77.6	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	75.0	86.1	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	58.3	73.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	83.3	83.5	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	33.3	46.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	41.7	62.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	58.3	82.1	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	50.0	55.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	45.8	63.5	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	0.0	73.9	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	45.8	67.9	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	91.7	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	58.3	89.5	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	66.7	76.4	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	58.3	83.3	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	91.7	81.4	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	58.3	73.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	58.3	64.1	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	58.3	79.3	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	75.0	74.4	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	33.3	60.5	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	50.0	57.0	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	50.0	55.1	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	54.2	65.7	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	58.3	58.8	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	50.0	68.8	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	25.0	52.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	41.7	71.1	71.0

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

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

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NLESD - Central Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=6]	Region [N=433]	Province [N=2,422]
Non-Fiction ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)***			
1. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	100.0	81.9	79.0
2. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.1	94.6
3. *Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	92.5	94.4
4. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	92.3	94.5
5. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	75.0	84.0	86.3
6. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	75.0	77.6	80.3
7. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	100.0	86.1	86.9
8. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	100.0	73.3	72.4
9. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	75.0	83.5	83.1
10. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	75.0	46.7	48.7
Constructed Response			
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	75.0	62.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	100.0	82.1	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	100.0	55.9	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	62.5	63.5	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	75.0	73.9	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	75.0	67.9	67.3
Fiction ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)***			
11. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	100.0	88.7	88.3
12. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	80.0	89.5	90.8
13. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	80.0	76.4	79.2
14. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	80.0	83.3	85.0
15. *Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	100.0	81.4	82.7
16. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	100.0	73.0	76.0
17. *Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	80.0	64.1	65.7
18. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	80.0	79.3	80.2
19. *Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	60.0	74.4	73.0
20. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	60.0	60.5	56.1
Constructed Response			
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	60.0	57.0	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	40.0	55.1	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	80.0	65.7	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	100.0	58.8	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	80.0	68.8	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	80.0	52.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	80.0	71.1	71.0

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

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

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NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=13]	Region [N=433]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	88.9	81.9	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.1	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	88.9	92.5	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	92.3	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	66.7	84.0	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	55.6	77.6	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	100.0	86.1	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	66.7	73.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	55.6	83.5	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	33.3	46.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	44.4	62.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	66.7	82.1	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	33.3	55.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	33.3	63.5	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	55.6	73.9	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	44.4	67.9	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	80.0	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	90.0	89.5	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	90.0	76.4	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	90.0	83.3	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	80.0	81.4	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	80.0	73.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	70.0	64.1	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	90.0	79.3	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	90.0	74.4	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	30.0	60.5	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	30.0	57.0	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	30.0	55.1	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	50.0	65.7	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	40.0	58.8	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	90.0	68.8	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	50.0	52.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	60.0	71.1	71.0

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

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

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NLESD - Central Region

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

		School	Region	Province
Item	Cognitive Level - Outcome (*item parameter*)	[N=4]	[N=433]	[N=2,422]

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

		School	Region	Province
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	*School data with 5 or fewer students withheld for reasons of confidentiality.*	81.9	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		94.1	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		92.5	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		92.3	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		84.0	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		77.6	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		86.1	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		73.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		83.5	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		46.7	48.7

Constructed Response

	School	Region	Province
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		62.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		82.1	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		55.9	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.5	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.9	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		67.9	67.3

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

		School	Region	Province
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*		88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*		89.5	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*		76.4	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*		83.3	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*		81.4	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*		73.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*		64.1	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*		79.3	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*		74.4	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*		60.5	56.1

Constructed Response

	School	Region	Province
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		57.0	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		55.1	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		65.7	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		58.8	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)		68.8	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		52.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		71.1	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT

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NLESD - Central Region

School #: 405   Cottrell's Cove Academy, Cottrell's Cove   Grades: K-2,4-6,8-10,12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=1]	Region [N=433]	Province [N=2,422]

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

1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*		81.9	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		94.1	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		92.5	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		92.3	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		84.0	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		77.6	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		86.1	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		73.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		83.5	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		46.7	48.7

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

Constructed Response

1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		62.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		82.1	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		55.9	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.5	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.9	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		67.9	67.3

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

11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*		88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*		89.5	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*		76.4	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*		83.3	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*		81.4	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*		73.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*		64.1	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*		79.3	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*		74.4	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*		60.5	56.1

Constructed Response

1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		57.0	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		55.1	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		65.7	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		58.8	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)		68.8	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		52.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		71.1	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT

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

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

NLESD - Central Region

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

		School [N=3]	Region [N=433]	Province [N=2,422]
Item	Cognitive Level - Outcome (*item parameter*)			

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

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

#		School	Region	Province
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*		81.9	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		94.1	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		92.5	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		92.3	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		84.0	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		77.6	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		86.1	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		73.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		83.5	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		46.7	48.7

Constructed Response

	School	Region	Province
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		62.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		82.1	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		55.9	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.5	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.9	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		67.9	67.3

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

#		School	Region	Province
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*		88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*		89.5	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*		76.4	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*		83.3	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*		81.4	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*		73.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*		64.1	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*		79.3	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*		74.4	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*		60.5	56.1

Constructed Response

	School	Region	Province
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		57.0	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		55.1	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		65.7	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		58.8	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)		68.8	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		52.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		71.1	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT

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NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=10]	Region [N=433]	Province [N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	28.6	81.9	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.1	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	85.7	92.5	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	92.3	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	100.0	84.0	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	71.4	77.6	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	100.0	86.1	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	42.9	73.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	100.0	83.5	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	28.6	46.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	14.3	62.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	85.7	82.1	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	42.9	55.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	42.9	63.5	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	57.1	73.9	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	85.7	67.9	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	87.5	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	75.0	89.5	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	37.5	76.4	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	87.5	83.3	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	62.5	81.4	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	75.0	73.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	37.5	64.1	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	75.0	79.3	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	62.5	74.4	73.6
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	25.0	60.5	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	43.8	57.0	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	37.5	55.1	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	37.5	65.7	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	0.0	58.8	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	75.0	68.8	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	37.5	52.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	25.0	71.1	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT

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NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=9]	Region [N=433]	Province [N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	88.9	81.9	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	88.9	94.1	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	77.8	92.5	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	88.9	92.3	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	66.7	84.0	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	44.4	77.6	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	88.9	86.1	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	77.8	73.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	77.8	83.5	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	22.2	46.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	77.8	62.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	88.9	82.1	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	66.7	55.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	72.2	63.5	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	88.9	73.9	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	72.2	67.9	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	88.9	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	100.0	89.5	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	66.7	76.4	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	88.9	83.3	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	66.7	81.4	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	77.8	73.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	44.4	64.1	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	66.7	79.3	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	77.8	74.4	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	22.2	60.5	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	38.9	57.0	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	66.7	55.1	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	83.3	65.7	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	44.4	58.8	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	44.4	68.8	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	66.7	52.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	44.4	71.1	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT   9/29/2015   12:04:24PM   79

Newfoundland Labrador

NLESD - Central Region

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

		School [N=5]	Region [N=433]	Province [N=2,422]
Item	Cognitive Level - Outcome (*item parameter*)			

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

		School data with 5 or fewer students withheld for reasons of confidentiality.		
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*		81.9	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		94.1	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		92.5	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		92.3	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		84.0	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		77.6	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		86.1	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		73.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		83.5	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		46.7	48.7

Constructed Response

	School	Region
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		62.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		82.1	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		55.9	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.5	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.9	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		67.9	67.3

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

		School	Region
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	89.5	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	76.4	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	83.3	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	81.4	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	73.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	64.1	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	79.3	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	74.4	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	60.5	56.1

Constructed Response

	School	Region
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	57.0	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	55.1	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	65.7	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	58.8	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	68.8	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	52.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	71.1	71.0

Note: percentages may not add to 100% due to missing values.   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   9/29/2015

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NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=9]	Region [N=433]	Province [N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	75.0	81.9	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	87.5	94.1	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	87.5	92.5	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	87.5	92.3	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	87.5	84.0	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	62.5	77.6	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	62.5	86.1	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	62.5	73.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	75.0	83.5	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	75.0	46.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	87.5	62.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	75.0	82.1	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	37.5	55.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	56.3	63.5	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	50.0	73.9	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	75.0	67.9	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	71.4	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	57.1	89.5	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	57.1	76.4	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	57.1	83.3	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	57.1	81.4	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	57.1	73.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	42.9	64.1	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	71.4	79.3	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	85.7	74.4	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	14.3	60.5	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	71.4	57.0	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	42.9	55.1	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	64.3	65.7	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	57.1	58.8	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	28.6	68.8	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	28.6	52.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	57.1	71.1	71.0

Note: percentages may not add to 100% due to missing values.   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   9/29/2015

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NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=9]	Region [N=433]	Province [N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	50.0	81.9	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.1	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	92.5	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	92.3	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	83.3	84.0	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	66.7	77.6	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	66.7	86.1	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	100.0	73.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	83.3	83.5	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	50.0	46.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	50.0	62.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	66.7	82.1	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	33.3	55.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	58.3	63.5	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	33.3	73.9	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	58.3	67.9	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	87.5	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	87.5	89.5	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	75.0	76.4	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	100.0	83.3	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	87.5	81.4	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	75.0	73.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	62.5	64.1	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	100.0	79.3	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	62.5	74.4	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	87.5	60.5	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	56.3	57.0	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	50.0	55.1	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	43.8	65.7	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	62.5	58.8	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	75.0	68.8	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	75.0	52.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	75.0	71.1	71.0

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

9/29/2015

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NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=80]	Region [N=433]	Province [N=2,422]
	Non-Fiction　　***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)***			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	81.1	81.9	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	93.2	94.1	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	93.2	92.5	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	91.9	92.3	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	77.0	84.0	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	83.8	77.6	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	90.5	86.1	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	78.4	73.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	83.8	83.5	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	44.6	46.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	62.2	62.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	83.8	82.1	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	53.4	55.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	60.8	63.5	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	73.0	73.9	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	66.9	67.9	67.3
	Fiction　　Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	92.0	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	86.7	89.5	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	70.7	76.4	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	82.7	83.3	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	80.0	81.4	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	76.0	73.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	58.7	64.1	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	84.0	79.3	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	76.0	74.4	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	62.7	60.5	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	52.7	57.0	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	54.1	55.1	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	64.9	65.7	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	56.8	58.8	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	66.2	68.8	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	51.4	52.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	68.9	71.1	71.0

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

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

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NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=7]	Region [N=433]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	100.0	81.9	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	83.3	94.1	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	92.5	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	83.3	92.3	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	66.7	84.0	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	83.3	77.6	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	83.3	86.1	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	83.3	73.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	83.3	83.5	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	50.0	46.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	83.3	62.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	100.0	82.1	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	58.3	55.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	66.7	63.5	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	33.3	73.9	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	66.7	67.9	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	100.0	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	100.0	89.5	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	75.0	76.4	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	75.0	83.3	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	100.0	81.4	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	75.0	73.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	50.0	64.1	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	100.0	79.3	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	75.0	74.4	73.6
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	25.0	60.5	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	75.0	57.0	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	75.0	55.1	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	50.0	65.7	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	75.0	58.8	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	75.0	68.8	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	50.0	52.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	25.0	71.1	71.0

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

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

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NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=11]	Region [N=433]	Province [N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	87.5	81.9	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.1	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	92.5	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	92.3	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	100.0	84.0	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	100.0	77.6	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	100.0	86.1	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	100.0	73.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	100.0	83.5	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	50.0	46.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	50.0	62.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	87.5	82.1	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	56.3	55.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	56.3	63.5	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	75.0	73.9	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	56.3	67.9	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	77.8	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	100.0	89.5	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	66.7	76.4	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	77.8	83.3	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	88.9	81.4	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	88.9	73.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	44.4	64.1	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	55.6	79.3	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	66.7	74.4	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	66.7	60.5	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	50.0	57.0	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	33.3	55.1	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	77.8	65.7	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	55.6	58.8	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	55.6	68.8	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	88.9	52.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	77.8	71.1	71.0

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

NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=6]	Region [N=433]	Province [N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	66.7	81.9	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.1	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	92.5	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	66.7	92.3	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	100.0	84.0	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	100.0	77.6	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	100.0	86.1	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	66.7	73.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	66.7	83.5	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	66.7	46.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	33.3	62.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	66.7	82.1	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	66.7	55.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	83.3	63.5	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	100.0	73.9	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	83.3	67.9	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	100.0	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	100.0	89.5	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	100.0	76.4	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	100.0	83.3	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	100.0	81.4	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	100.0	73.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	100.0	64.1	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	100.0	79.3	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	66.7	74.4	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	100.0	60.5	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	66.7	57.0	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	100.0	55.1	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	100.0	65.7	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	100.0	58.8	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	100.0	68.8	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	33.3	52.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	100.0	71.1	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT

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NLESD - Central Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=14]	Region [N=433]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	100.0	81.9	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.1	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	92.5	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	92.3	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	100.0	84.0	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	100.0	77.6	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	100.0	86.1	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	75.0	73.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	75.0	83.5	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	58.3	46.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	83.3	62.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	91.7	82.1	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	62.5	55.9	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	66.7	63.5	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	75.0	73.9	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	75.0	67.9	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	100.0	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	100.0	89.5	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	90.9	76.4	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	100.0	83.3	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	90.9	81.4	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	72.7	73.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	100.0	64.1	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	100.0	79.3	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	90.9	74.4	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	72.7	60.5	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	63.6	57.0	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	63.6	55.1	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	68.2	65.7	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	72.7	58.8	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	81.8	68.8	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	72.7	52.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	90.9	71.1	71.0

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

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

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NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=11]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	62.5	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	75.0	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	75.0	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	87.5	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	50.0	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	50.0	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	37.5	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	62.5	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	25.0	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	57.1	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	57.1	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	21.4	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	71.4	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	57.1	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	71.4	67.2	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	80.0	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	80.0	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	60.0	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	90.0	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	80.0	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	70.0	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	40.0	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	60.0	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	80.0	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	40.0	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	50.0	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	40.0	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	30.0	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	70.0	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	50.0	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	50.0	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	80.0	71.7	71.0

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

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

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NLESD - Eastern Region

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

		School	Region	Province
Item	Cognitive Level - Outcome (*item parameter*)	[N=5]	[N=1,458]	[N=2,422]

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

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

		School	Region	Province
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*		79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		50.7	48.7

Constructed Response

	School	Region	Province
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		65.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		81.4	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		54.4	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.8	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		74.3	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		67.2	67.3

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

		School	Region	Province
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*		88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*		92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*		80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*		85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*		82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*		77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*		66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*		80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*		72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*		55.4	56.1

Constructed Response

	School	Region	Province
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		56.8	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		58.8	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		62.1	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		57.0	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)		68.6	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		45.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		71.7	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT

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NLESD - Eastern Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=30]	Region [N=1,458]	Province [N=2,422]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	77.8	79.2	79.0
2. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	96.3	94.9	94.6
3. *Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	92.6	95.0	94.4
4. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	95.7	94.5
5. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	88.9	87.8	86.3
6. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	85.2	82.2	80.3
7. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	85.2	87.2	86.9
8. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	66.7	72.3	72.4
9. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	74.1	83.3	83.1
10. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	44.4	50.7	48.7
Constructed Response			
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	77.8	65.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	88.9	81.4	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	61.1	54.4	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	66.7	63.8	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	85.2	74.3	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	72.2	67.2	67.3
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	88.0	88.7	88.3
12. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	92.0	92.3	90.8
13. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	80.0	80.3	79.2
14. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	84.0	85.6	85.0
15. *Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	80.0	82.3	82.7
16. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	88.0	77.7	76.0
17. *Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	52.0	66.8	65.7
18. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	88.0	80.7	80.2
19. *Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	68.0	72.8	73.0
20. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	48.0	55.4	56.1
Constructed Response			
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	60.0	56.8	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	60.0	58.8	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	58.0	62.1	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	72.0	57.0	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	60.0	68.6	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	36.0	45.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	60.0	71.7	71.0

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

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

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NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=7]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	100.0	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	85.7	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	85.7	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	100.0	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	85.7	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	100.0	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	100.0	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	100.0	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	42.9	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	85.7	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	57.1	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	71.4	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	85.7	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	85.7	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	85.7	67.2	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	100.0	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	83.3	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	83.3	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	100.0	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	66.7	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	100.0	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	83.3	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	83.3	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	100.0	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	33.3	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	75.0	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	66.7	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	83.3	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	66.7	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	33.3	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	50.0	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	100.0	71.7	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT

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NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=27]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)***			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	68.0	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	96.0	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	84.0	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	88.0	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	92.0	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	88.0	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	80.0	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	60.0	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	68.0	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	92.0	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	72.0	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	68.0	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	64.0	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	80.0	67.2	67.3
	Fiction ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)***			
11.	*Comprehension · – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	95.8	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	100.0	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	75.0	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	83.3	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	87.5	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	95.8	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	79.2	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	79.2	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	70.8	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	83.3	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	66.7	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	54.2	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	75.0	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	66.7	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	75.0	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	62.5	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	83.3	71.7	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT

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NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=6]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	100.0	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	75.0	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	75.0	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	75.0	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	50.0	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	50.0	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	75.0	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	50.0	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	100.0	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	25.0	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	25.0	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	75.0	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	37.5	67.2	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	100.0	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	100.0	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	75.0	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	100.0	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	75.0	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	100.0	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	100.0	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	50.0	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	50.0	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	75.0	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	100.0	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	100.0	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	50.0	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	75.0	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	75.0	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	50.0	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	100.0	71.7	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT

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NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=8]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	100.0	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	87.5	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	87.5	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	75.0	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	75.0	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	75.0	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	75.0	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	87.5	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	62.5	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	62.5	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	62.5	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	50.0	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	62.5	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	100.0	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	62.5	67.2	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	87.5	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	87.5	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	87.5	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	75.0	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	87.5	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	75.0	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	62.5	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	87.5	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	87.5	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	50.0	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	50.0	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	100.0	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	68.8	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	37.5	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	62.5	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	62.5	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	62.5	71.7	71.0

Note: percentages may not add to 100% due to missing values.   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   9/29/2015

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NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=5]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**	*School data with 5 or fewer students withheld for reasons of confidentiality.*		
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*		79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		67.2	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*		88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*		92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*		80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*		85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*		82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*		77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*		66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*		80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*		72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*		55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)		68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		71.7	71.0

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

NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=16]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	80.0	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	93.3	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	80.0	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	80.0	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	73.3	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	73.3	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	53.3	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	93.3	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	33.3	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	33.3	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	53.3	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	30.0	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	66.7	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	73.3	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	70.0	67.2	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	90.9	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	90.9	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	81.8	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	81.8	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	81.8	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	63.6	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	45.5	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	81.8	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	81.8	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	27.3	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	54.5	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	45.5	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	45.5	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	54.5	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	100.0	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	54.5	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	72.7	71.7	71.0

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

9/29/2015

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NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=7]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)***			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	60.0	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	100.0	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	80.0	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	100.0	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	40.0	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	60.0	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	20.0	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	80.0	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	100.0	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	70.0	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	90.0	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	80.0	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	90.0	67.2	67.3
	Fiction ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)***			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	100.0	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	80.0	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	60.0	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	100.0	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	40.0	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	60.0	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	100.0	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	60.0	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	80.0	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	80.0	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	70.0	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	80.0	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	90.0	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	100.0	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	80.0	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	40.0	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	80.0	71.7	71.0

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

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=13]	Region [N=1,458]	Province [N=2,422]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)	91.7	79.2	79.0
2. Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)	100.0	94.9	94.6
3. Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	91.7	95.0	94.4
4. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)	100.0	95.7	94.5
5. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	91.7	87.8	86.3
6. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)	75.0	82.2	80.3
7. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)	91.7	87.2	86.9
8. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))	66.7	72.3	72.4
9. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)	66.7	83.3	83.1
10. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)	33.3	50.7	48.7
Constructed Response			
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	50.0	65.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	91.7	81.4	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	54.2	54.4	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	66.7	63.8	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	66.7	74.3	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	79.2	67.2	67.3
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)	91.7	88.7	88.3
12. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)	100.0	92.3	90.8
13. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	75.0	80.3	79.2
14. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	83.3	85.6	85.0
15. Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)	75.0	82.3	82.7
16. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)	75.0	77.7	76.0
17. Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)	58.3	66.8	65.7
18. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)	83.3	80.7	80.2
19. Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)	83.3	72.8	73.0
20. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)	58.3	55.4	56.1
Constructed Response			
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	37.5	56.8	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	58.3	58.8	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	62.5	62.1	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	66.7	57.0	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	50.0	68.6	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	75.0	45.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	83.3	71.7	71.0

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

NLESD - Eastern Region

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

		School	Region	Province
Item	Cognitive Level - Outcome (*item parameter*)	[N=4]	[N=1,458]	[N=2,422]

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

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

1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*		79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		50.7	48.7

Constructed Response

1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		65.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		81.4	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		54.4	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.8	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		74.3	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		67.2	67.3

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

11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*		88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*		92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*		80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*		85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*		82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*		77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*		66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*		80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*		72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*		55.4	56.1

Constructed Response

1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		56.8	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		58.8	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		62.1	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		57.0	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)		68.6	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		45.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		71.7	71.0

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

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

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NLESD - Eastern Region

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

Item Cognitive Level - Outcome (*item parameter*)	School [N=4]	Region [N=1,458]	Province [N=2,422]
Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	*School data with 5 or fewer students withheld for reasons of confidentiality.*	79.2	79.0
2. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		94.9	94.6
3. *Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		95.0	94.4
4. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		95.7	94.5
5. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		87.8	86.3
6. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		82.2	80.3
7. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		87.2	86.9
8. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		72.3	72.4
9. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		83.3	83.1
10. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		50.7	48.7
Constructed Response			
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		65.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		81.4	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		54.4	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.8	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		74.3	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		67.2	67.3
Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*		88.7	88.3
12. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*		92.3	90.8
13. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*		80.3	79.2
14. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*		85.6	85.0
15. *Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*		82.3	82.7
16. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*		77.7	76.0
17. *Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*		66.8	65.7
18. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*		80.7	80.2
19. *Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*		72.8	73.0
20. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*		55.4	56.1
Constructed Response			
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		56.8	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		58.8	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		62.1	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		57.0	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)		68.6	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		45.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		71.7	71.0

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

NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=30]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	60.7	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	82.1	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	78.6	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	89.3	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	75.0	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	57.1	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	75.0	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	57.1	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	71.4	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	28.6	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	53.6	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	71.4	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	41.1	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	51.8	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	53.6	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	75.0	67.2	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	85.2	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	81.5	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	63.0	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	77.8	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	85.2	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	74.1	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	59.3	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	77.8	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	51.9	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	51.9	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	44.4	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	40.7	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	42.6	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	40.7	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	48.1	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	29.6	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	55.6	71.7	71.0

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

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

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NLESD - Eastern Region

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

		School	Region	Province
Item	Cognitive Level - Outcome (*item parameter*)	[N=2]	[N=1,458]	[N=2,422]

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

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

#	Item	School	Region	Province
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*		79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		50.7	48.7

Constructed Response

Item	School	Region	Province
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		65.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		81.4	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		54.4	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.8	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		74.3	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		67.2	67.3

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

#	Item	School	Region	Province
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*		88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*		92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*		80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*		85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*		82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*		77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*		66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*		80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*		72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*		55.4	56.1

Constructed Response

Item	School	Region	Province
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		56.8	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		58.8	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		62.1	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		57.0	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)		68.6	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		45.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		71.7	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT

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NLESD - Eastern Region

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

		School	Region	Province
Item	Cognitive Level - Outcome (*item parameter*)	[N=39]	[N=1,458]	[N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	80.0	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	91.4	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	91.4	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	91.4	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	94.3	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	82.9	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	85.7	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	62.9	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	91.4	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	45.7	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	57.1	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	85.7	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	52.9	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	55.7	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	71.4	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	68.6	67.2	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension · – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	75.8	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	90.9	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	84.9	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	84.9	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	87.9	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	60.6	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	54.6	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	81.8	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	66.7	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	63.6	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	63.6	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	48.5	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	72.7	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	42.4	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	54.5	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	45.5	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	84.8	71.7	71.0

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

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

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NLESD - Eastern Region

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

		School	**Region**	**Province**
Item	Cognitive Level - Outcome (*item parameter*)	[N=4]	[N=1,458]	[N=2,422]

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

1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	*School data with 5 or fewer students withheld for reasons of confidentiality.*	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		50.7	48.7

Constructed Response

1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		65.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		81.4	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		54.4	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.8	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		74.3	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		67.2	67.3

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

11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*		88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*		92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*		80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*		85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*		82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*		77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*		66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*		80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*		72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*		55.4	56.1

Constructed Response

1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		56.8	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		58.8	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		62.1	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		57.0	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)		68.6	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		45.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		71.7	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT

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NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=11]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	100.0	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	83.3	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	83.3	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	66.7	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	83.3	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	66.7	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	83.3	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	50.0	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	50.0	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	66.7	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	50.0	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	66.7	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	83.3	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	75.0	67.2	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	87.5	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	100.0	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	87.5	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	87.5	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	87.5	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	100.0	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	75.0	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	87.5	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	62.5	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	37.5	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	56.3	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	25.0	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	50.0	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	50.0	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	50.0	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	50.0	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	50.0	71.7	71.0

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

NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=13]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)***			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	91.7	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	100.0	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	91.7	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	91.7	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	83.3	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	83.3	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	83.3	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	50.0	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	66.7	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	62.5	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	29.2	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	83.3	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	45.8	67.2	67.3
	Fiction ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)***			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	90.9	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	90.9	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	90.9	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	100.0	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	81.8	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	72.7	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	63.6	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	72.7	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	90.9	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	90.9	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	72.7	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	27.3	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	77.3	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	54.5	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	54.5	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	18.2	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	90.9	71.7	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT

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NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=13]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)***			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	100.0	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	90.9	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	81.8	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	72.7	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	72.7	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	90.9	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	81.8	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	90.9	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	81.8	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	72.7	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	72.7	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	50.0	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	68.2	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	72.7	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	68.2	67.2	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	100.0	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	90.0	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	80.0	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	80.0	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	90.0	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	90.0	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	90.0	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	80.0	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	80.0	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	70.0	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	60.0	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	70.0	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	90.0	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	70.0	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	90.0	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	80.0	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	70.0	71.7	71.0

Note: percentages may not add to 100% due to missing values.   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   9/29/2015
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NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=11]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	88.9	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	77.8	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	88.9	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	100.0	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	66.7	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	88.9	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	77.8	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	66.7	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	55.6	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	55.6	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	77.8	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	22.2	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	27.8	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	88.9	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	72.2	67.2	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	87.5	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	100.0	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	62.5	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	75.0	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	87.5	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	75.0	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	62.5	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	87.5	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	62.5	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	37.5	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	68.8	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	62.5	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	75.0	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	75.0	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	75.0	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	62.5	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	87.5	71.7	71.0

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

NLESD - Eastern Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=15]	Region [N=1,458]	Province [N=2,422]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	90.9	79.2	79.0
2. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.9	94.6
3. *Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	95.0	94.4
4. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	95.7	94.5
5. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	90.9	87.8	86.3
6. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	81.8	82.2	80.3
7. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	100.0	87.2	86.9
8. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	81.8	72.3	72.4
9. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	81.8	83.3	83.1
10. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	63.6	50.7	48.7
Constructed Response			
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	90.9	65.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	81.8	81.4	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	68.2	54.4	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	72.7	63.8	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	81.8	74.3	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	81.8	67.2	67.3
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	100.0	88.7	88.3
12. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	90.9	92.3	90.8
13. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	90.9	80.3	79.2
14. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	72.7	85.6	85.0
15. *Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	81.8	82.3	82.7
16. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	72.7	77.7	76.0
17. *Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	72.7	66.8	65.7
18. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	72.7	80.7	80.2
19. *Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	72.7	72.8	73.0
20. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	72.7	55.4	56.1
Constructed Response			
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	59.1	56.8	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	63.6	58.8	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	77.3	62.1	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	54.5	57.0	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	72.7	68.6	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	45.5	45.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	81.8	71.7	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT

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NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=7]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	16.7	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	83.3	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	66.7	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	50.0	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	66.7	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	66.7	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	83.3	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	66.7	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	50.0	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	83.3	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	41.7	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	33.3	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	83.3	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	58.3	67.2	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	83.3	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	83.3	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	66.7	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	83.3	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	83.3	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	83.3	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	50.0	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	83.3	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	83.3	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	50.0	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	0.0	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	50.0	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	66.7	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	50.0	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	66.7	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	33.3	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	100.0	71.7	71.0

Note: percentages may not add to 100% due to missing values.   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   9/29/2015

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Newfoundland Labrador

NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=33]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	79.3	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	86.2	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	93.1	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	93.1	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	79.3	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	69.0	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	69.0	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	65.5	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	82.8	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	51.7	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	70.0	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	70.0	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	41.7	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	41.7	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	76.7	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	53.3	67.2	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	89.3	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	89.3	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	82.1	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	89.3	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	78.6	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	78.6	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	64.3	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	78.6	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	82.1	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	46.4	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	53.6	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	60.7	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	55.4	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	39.3	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	71.4	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	50.0	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	60.7	71.7	71.0

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

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

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Newfoundland Labrador

NLESD - Eastern Region

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

		School	Region	Province
Item	Cognitive Level - Outcome (*item parameter*)	[N=7]	[N=1,458]	[N=2,422]

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

		School	Region	Province
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	100.0	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	100.0	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	85.7	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	100.0	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	85.7	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	85.7	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	100.0	50.7	48.7

Constructed Response

	School	Region	Province
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	85.7	65.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	100.0	81.4	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	35.7	54.4	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	28.6	63.8	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	85.7	74.3	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	64.3	67.2	67.3

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

		School	Region	Province
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	100.0	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	100.0	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	85.7	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	100.0	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	100.0	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	85.7	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	85.7	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	85.7	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	71.4	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	100.0	55.4	56.1

Constructed Response

	School	Region	Province
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	71.4	56.8	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	100.0	58.8	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	57.1	62.1	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	42.9	57.0	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	100.0	68.6	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	57.1	45.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	57.1	71.7	71.0

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

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

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NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=3]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**	*School data with 5 or fewer students withheld for reasons of confidentiality.*		
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*		79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		67.2	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*		88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*		92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*		80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*		85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*		82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*		77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*		66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*		80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*		72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*		55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)		68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		71.7	71.0

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

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

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NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=2]	Region [N=1,458]	Province [N=2,422]

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

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

#	Item	School	Region	Province
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*		79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		50.7	48.7

Constructed Response

Item	School	Region	Province
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		65.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		81.4	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		54.4	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.8	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		74.3	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		67.2	67.3

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

#	Item	School	Region	Province
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*		88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*		92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*		80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*		85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*		82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*		77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*		66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*		80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*		72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*		55.4	56.1

Constructed Response

Item	School	Region	Province
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		56.8	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		58.8	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		62.1	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		57.0	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)		68.6	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		45.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		71.7	71.0

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

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

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NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=11]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	90.0	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	90.0	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	90.0	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	80.0	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	90.0	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	90.0	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	80.0	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	80.0	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	70.0	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	60.0	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	80.0	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	40.0	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	70.0	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	90.0	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	55.0	67.2	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	70.0	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	80.0	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	100.0	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	80.0	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	90.0	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	60.0	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	50.0	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	70.0	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	50.0	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	50.0	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	70.0	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	90.0	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	70.0	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	50.0	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	60.0	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	30.0	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	70.0	71.7	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT   9/29/2015   12:04:24PM   115

NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=13]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)***			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	66.7	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	75.0	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	83.3	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	41.7	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	83.3	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	66.7	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	83.3	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	58.3	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	41.7	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	58.3	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	45.8	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	62.5	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	75.0	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	75.0	67.2	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	63.6	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	81.8	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	90.9	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	72.7	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	100.0	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	90.9	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	45.5	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	72.7	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	72.7	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	54.6	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	27.3	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	45.5	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	36.4	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	36.4	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	63.6	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	9.1	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	27.3	71.7	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT

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NLESD - Eastern Region

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

		School	Region	Province
Item	Cognitive Level - Outcome (*item parameter*)	[N=7]	[N=1,458]	[N=2,422]

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

		School	Region	Province
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	85.7	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	100.0	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	85.7	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	85.7	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	57.1	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	85.7	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	0.0	50.7	48.7

Constructed Response

	School	Region	Province
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	42.9	65.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	42.9	81.4	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	57.1	54.4	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	42.9	63.8	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	71.4	74.3	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	35.7	67.2	67.3

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

		School	Region	Province
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	85.7	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	85.7	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	71.4	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	100.0	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	71.4	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	14.3	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	71.4	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	85.7	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	57.1	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	28.6	55.4	56.1

Constructed Response

	School	Region	Province
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	28.6	56.8	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	42.9	58.8	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	21.4	62.1	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	57.1	57.0	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	85.7	68.6	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	57.1	45.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	57.1	71.7	71.0

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

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

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NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=43]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	66.7	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	94.9	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	97.4	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	97.4	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	87.2	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	84.6	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	92.3	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	76.9	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	89.7	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	48.7	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	64.1	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	71.8	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	42.3	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	65.4	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	71.8	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	64.1	67.2	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	86.5	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	97.3	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	81.1	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	86.5	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	94.6	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	78.4	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	73.0	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	86.5	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	78.4	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	73.0	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	61.8	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	60.5	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	64.5	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	42.1	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	65.8	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	39.5	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	73.7	71.7	71.0

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

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

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NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=50]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	82.6	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	97.8	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	87.0	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	80.4	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	84.8	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	67.4	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	84.8	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	58.7	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	72.3	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	89.4	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	59.6	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	66.0	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	80.9	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	68.1	67.2	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	86.4	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	100.0	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	79.6	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	77.3	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	86.4	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	79.6	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	79.6	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	72.7	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	70.5	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	40.9	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	59.1	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	59.1	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	59.1	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	59.1	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	84.1	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	54.5	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	86.4	71.7	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT

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NLESD - Eastern Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=22]	Region [N=1,458]	Province [N=2,422]
Non-Fiction ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)***			
1. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	90.9	79.2	79.0
2. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.9	94.6
3. *Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	90.9	95.0	94.4
4. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	95.7	94.5
5. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	86.4	87.8	86.3
6. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	86.4	82.2	80.3
7. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	95.5	87.2	86.9
8. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	86.4	72.3	72.4
9. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	86.4	83.3	83.1
10. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	54.6	50.7	48.7
Constructed Response			
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	54.5	65.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	86.4	81.4	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	63.6	54.4	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	68.2	63.8	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	68.2	74.3	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	56.8	67.2	67.3
Fiction ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)***			
11. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	90.9	88.7	88.3
12. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	90.9	92.3	90.8
13. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	90.9	80.3	79.2
14. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	90.9	85.6	85.0
15. *Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	77.3	82.3	82.7
16. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	72.7	77.7	76.0
17. *Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	68.2	66.8	65.7
18. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	77.3	80.7	80.2
19. *Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	68.2	72.8	73.0
20. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	77.3	55.4	56.1
Constructed Response			
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	59.1	56.8	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	72.7	58.8	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	77.3	62.1	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	63.6	57.0	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	77.3	68.6	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	68.2	45.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	77.3	71.7	71.0

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

9/29/2015

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NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=35]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	81.5	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	96.3	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	96.3	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	88.9	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	92.6	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	81.5	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	63.0	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	77.8	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	55.6	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	64.3	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	75.0	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	53.6	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	75.0	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	82.1	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	76.8	67.2	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	92.6	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	96.3	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	85.2	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	77.8	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	81.5	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	92.6	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	59.3	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	74.1	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	70.4	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	55.6	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	68.5	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	48.1	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	57.4	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	63.0	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	70.4	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	44.4	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	85.2	71.7	71.0

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

NLESD - Eastern Region

School #: 310   Mount Pearl Intermediate, Mount Pearl   Grades: 6-8

Item	Cognitive Level - Outcome (*item parameter*)	School [N=33]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	79.3	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	93.1	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	93.1	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	96.6	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	89.7	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	75.9	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	96.6	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	75.9	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	79.3	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	37.9	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	48.3	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	65.5	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	48.3	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	60.3	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	72.4	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	62.1	67.2	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	89.7	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	86.2	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	72.4	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	79.3	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	75.9	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	79.3	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	51.7	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	72.4	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	65.5	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	27.6	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	55.0	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	46.7	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	63.3	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	50.0	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	63.3	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	33.3	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	60.0	71.7	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT

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NLESD - Eastern Region

School #: 312   Newtown Elementary, Mount Pearl   Grades: 4-6

Item	Cognitive Level - Outcome (*item parameter*)	School [N=81]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	72.5	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	88.8	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	96.3	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	93.8	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	87.5	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	83.8	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	83.8	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	68.8	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	81.3	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	52.5	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	70.4	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	84.0	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	58.6	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	66.0	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	75.3	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	61.1	67.2	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	86.7	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	86.7	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	72.0	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	88.0	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	77.3	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	74.7	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	62.7	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	88.0	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	77.3	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	40.0	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	52.7	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	61.3	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	62.7	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	54.7	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	76.0	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	46.7	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	65.3	71.7	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT

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NLESD - Eastern Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=15]	Region [N=1,458]	Province [N=2,422]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	73.3	79.2	79.0
2. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.9	94.6
3. *Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	95.0	94.4
4. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	95.7	94.5
5. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	100.0	87.8	86.3
6. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	100.0	82.2	80.3
7. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	100.0	87.2	86.9
8. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	80.0	72.3	72.4
9. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	86.7	83.3	83.1
10. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	66.7	50.7	48.7
Constructed Response			
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	93.3	65.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	93.3	81.4	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	50.0	54.4	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	76.7	63.8	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	93.3	74.3	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	60.0	67.2	67.3
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	100.0	88.7	88.3
12. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	100.0	92.3	90.8
13. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	100.0	80.3	79.2
14. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	100.0	85.6	85.0
15. *Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	85.7	82.3	82.7
16. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	78.6	77.7	76.0
17. *Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	78.6	66.8	65.7
18. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	100.0	80.7	80.2
19. *Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	85.7	72.8	73.0
20. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	64.3	55.4	56.1
Constructed Response			
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	78.6	56.8	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	64.3	58.8	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	82.1	62.1	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	64.3	57.0	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	78.6	68.6	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	71.4	45.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	85.7	71.7	71.0

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

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

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NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=50]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	79.2	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	93.8	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	93.8	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	93.8	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	95.8	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	85.4	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	89.6	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	75.0	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	91.7	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	50.0	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	62.5	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	81.3	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	47.9	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	66.7	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	62.5	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	57.3	67.2	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	95.8	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	100.0	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	87.5	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	91.7	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	77.1	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	77.1	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	77.1	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	85.4	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	75.0	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	64.6	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	56.4	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	68.1	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	47.9	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	51.1	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	74.5	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	44.7	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	72.3	71.7	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT

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NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=55]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	82.0	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	98.0	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	94.0	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	86.0	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	94.0	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	82.0	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	88.0	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	58.0	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	72.0	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	86.0	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	60.0	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	68.0	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	88.0	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	77.0	67.2	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	91.3	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	91.3	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	73.9	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	87.0	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	82.6	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	76.1	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	69.6	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	82.6	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	73.9	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	69.6	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	50.0	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	65.2	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	67.4	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	60.9	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	69.6	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	50.0	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	71.7	71.7	71.0

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

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

NLESD - Eastern Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=12]	Region [N=1,458]	Province [N=2,422]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	100.0	79.2	79.0
2. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.9	94.6
3. *Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	95.0	94.4
4. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	90.9	95.7	94.5
5. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	81.8	87.8	86.3
6. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	90.9	82.2	80.3
7. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	90.9	87.2	86.9
8. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	63.6	72.3	72.4
9. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	72.7	83.3	83.1
10. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	45.5	50.7	48.7
Constructed Response			
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	63.6	65.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	45.5	81.4	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	36.4	54.4	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	72.7	63.8	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	72.7	74.3	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	59.1	67.2	67.3
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	100.0	88.7	88.3
12. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	83.3	92.3	90.8
13. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	75.0	80.3	79.2
14. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	91.7	85.6	85.0
15. *Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	66.7	82.3	82.7
16. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	91.7	77.7	76.0
17. *Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	66.7	66.8	65.7
18. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	83.3	80.7	80.2
19. *Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	75.0	72.8	73.0
20. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	41.7	55.4	56.1
Constructed Response			
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	41.7	56.8	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	75.0	58.8	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	79.2	62.1	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	50.0	57.0	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	58.3	68.6	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	33.3	45.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	66.7	71.7	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT

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NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=15]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	75.0	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	83.3	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	100.0	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	91.7	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	91.7	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	75.0	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	83.3	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	58.3	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	75.0	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	83.3	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	54.2	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	62.5	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	41.7	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	66.7	67.2	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	100.0	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	100.0	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	83.3	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	100.0	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	91.7	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	75.0	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	75.0	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	83.3	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	75.0	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	75.0	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	37.5	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	58.3	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	50.0	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	75.0	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	66.7	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	58.3	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	83.3	71.7	71.0

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

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

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NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=26]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	76.0	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	92.0	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	96.0	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	92.0	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	100.0	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	96.0	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	88.0	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	92.0	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	72.0	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	84.0	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	96.0	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	58.0	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	76.0	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	96.0	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	76.0	67.2	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	95.8	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	100.0	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	83.3	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	91.7	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	91.7	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	75.0	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	91.7	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	87.5	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	83.3	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	70.8	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	64.6	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	75.0	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	62.5	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	62.5	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	83.3	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	62.5	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	83.3	71.7	71.0

Note: percentages may not add to 100% due to missing values.   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   9/29/2015

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NLESD - Eastern Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=18]	Region [N=1,458]	Province [N=2,422]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	78.6	79.2	79.0
2. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.9	94.6
3. *Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	95.0	94.4
4. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	95.7	94.5
5. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	100.0	87.8	86.3
6. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	85.7	82.2	80.3
7. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	92.9	87.2	86.9
8. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	78.6	72.3	72.4
9. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	92.9	83.3	83.1
10. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	50.0	50.7	48.7
Constructed Response			
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	73.3	65.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	93.3	81.4	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	46.7	54.4	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	70.0	63.8	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	60.0	74.3	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	70.0	67.2	67.3
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	85.7	88.7	88.3
12. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	78.6	92.3	90.8
13. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	85.7	80.3	79.2
14. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	100.0	85.6	85.0
15. *Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	85.7	82.3	82.7
16. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	92.9	77.7	76.0
17. *Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	71.4	66.8	65.7
18. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	85.7	80.7	80.2
19. *Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	85.7	72.8	73.0
20. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	42.9	55.4	56.1
Constructed Response			
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	70.0	56.8	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	46.7	58.8	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	76.7	62.1	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	80.0	57.0	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	73.3	68.6	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	66.7	45.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	86.7	71.7	71.0

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

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

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NLESD - Eastern Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=33]	Region [N=1,458]	Province [N=2,422]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	68.8	79.2	79.0
2. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	93.8	94.9	94.6
3. *Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	93.8	95.0	94.4
4. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	87.5	95.7	94.5
5. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	90.6	87.8	86.3
6. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	90.6	82.2	80.3
7. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	96.9	87.2	86.9
8. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	75.0	72.3	72.4
9. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	87.5	83.3	83.1
10. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	53.1	50.7	48.7
Constructed Response			
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	78.1	65.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	100.0	81.4	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	71.9	54.4	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	78.1	63.8	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	93.8	74.3	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	79.7	67.2	67.3
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	93.8	88.7	88.3
12. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	100.0	92.3	90.8
13. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	84.4	80.3	79.2
14. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	93.8	85.6	85.0
15. *Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	84.4	82.3	82.7
16. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	78.1	77.7	76.0
17. *Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	71.9	66.8	65.7
18. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	78.1	80.7	80.2
19. *Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	81.3	72.8	73.0
20. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	62.5	55.4	56.1
Constructed Response			
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	57.8	56.8	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	71.9	58.8	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	62.5	62.1	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	62.5	57.0	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	75.0	68.6	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	50.0	45.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	87.5	71.7	71.0

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=48]	[N=1,458]	[N=2,422]

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

Item		School	Region	Province
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	89.1	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	97.8	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	97.8	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	91.3	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	84.8	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	95.7	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	82.6	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	93.5	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	63.0	50.7	48.7

Constructed Response

	School	Region	Province
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	78.3	65.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	93.5	81.4	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	67.4	54.4	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	79.3	63.8	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	93.5	74.3	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	79.3	67.2	67.3

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

Item		School	Region	Province
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	93.6	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	93.6	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	78.7	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	78.7	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	76.6	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	89.4	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	74.5	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	76.6	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	72.3	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	55.3	55.4	56.1

Constructed Response

	School	Region	Province
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	71.3	56.8	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	63.8	58.8	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	81.9	62.1	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	68.1	57.0	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	72.3	68.6	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	44.7	45.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	80.9	71.7	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT

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Newfoundland Labrador
NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=24]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	81.8	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	95.5	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	81.8	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	86.4	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	95.5	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	59.1	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	81.8	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	63.6	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	86.4	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	72.7	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	40.9	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	81.8	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	63.6	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	65.9	67.2	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	85.7	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	95.2	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	71.4	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	90.5	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	85.7	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	81.0	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	66.7	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	71.4	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	90.5	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	47.6	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	64.3	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	66.7	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	50.0	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	52.4	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	76.2	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	42.9	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	61.9	71.7	71.0

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

NLESD - Eastern Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=12]	Region [N=1,458]	Province [N=2,422]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	90.0	79.2	79.0
2. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.9	94.6
3. *Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	95.0	94.4
4. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	95.7	94.5
5. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	90.0	87.8	86.3
6. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	70.0	82.2	80.3
7. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	80.0	87.2	86.9
8. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	70.0	72.3	72.4
9. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	90.0	83.3	83.1
10. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	50.0	50.7	48.7
Constructed Response			
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	80.0	65.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	100.0	81.4	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	50.0	54.4	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	45.0	63.8	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	90.0	74.3	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	90.0	67.2	67.3
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	90.9	88.7	88.3
12. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	81.8	92.3	90.8
13. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	54.6	80.3	79.2
14. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	72.7	85.6	85.0
15. *Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	81.8	82.3	82.7
16. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	72.7	77.7	76.0
17. *Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	63.6	66.8	65.7
18. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	63.6	80.7	80.2
19. *Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	90.9	72.8	73.0
20. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	18.2	55.4	56.1
Constructed Response			
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	68.2	56.8	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	81.8	58.8	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	63.6	62.1	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	63.6	57.0	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	72.7	68.6	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	45.5	45.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	81.8	71.7	71.0

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

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

NLESD - Eastern Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=10]	Region [N=1,458]	Province [N=2,422]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	70.0	79.2	79.0
2. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.9	94.6
3. *Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	90.0	95.0	94.4
4. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	90.0	95.7	94.5
5. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	100.0	87.8	86.3
6. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	80.0	82.2	80.3
7. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	70.0	87.2	86.9
8. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	60.0	72.3	72.4
9. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	80.0	83.3	83.1
10. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	20.0	50.7	48.7
Constructed Response			
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	30.0	65.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	100.0	81.4	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	50.0	54.4	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	50.0	63.8	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	60.0	74.3	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	70.0	67.2	67.3
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. *Comprehension · – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	77.8	88.7	88.3
12. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	88.9	92.3	90.8
13. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	88.9	80.3	79.2
14. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	88.9	85.6	85.0
15. *Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	77.8	82.3	82.7
16. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	77.8	77.7	76.0
17. *Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	44.4	66.8	65.7
18. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	77.8	80.7	80.2
19. *Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	66.7	72.8	73.0
20. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	11.1	55.4	56.1
Constructed Response			
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	61.1	56.8	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	33.3	58.8	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	83.3	62.1	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	55.6	57.0	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	77.8	68.6	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	33.3	45.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	88.9	71.7	71.0

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

NLESD - Eastern Region

School #: 353   St. Kevin's Junior High, St. John's (Goulds)   Grades: 6-8

Item	Cognitive Level - Outcome (*item parameter*)	School [N=52]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	75.0	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	95.5	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	93.2	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	93.2	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	93.2	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	86.4	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	90.9	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	68.2	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	84.1	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	45.5	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	68.9	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	86.7	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	48.9	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	60.0	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	64.4	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	68.9	67.2	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	93.0	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	88.4	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	79.1	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	74.4	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	79.1	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	74.4	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	67.4	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	81.4	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	69.8	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	60.5	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	60.2	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	56.8	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	67.0	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	68.2	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	61.4	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	36.4	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	59.1	71.7	71.0

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

9/29/2015

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Newfoundland Labrador

NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=15]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	90.9	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	81.8	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	100.0	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	100.0	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	90.9	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	90.9	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	90.9	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	54.6	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	54.5	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	81.8	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	63.6	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	63.6	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	72.7	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	68.2	67.2	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	86.7	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	93.3	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	93.3	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	66.7	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	66.7	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	86.7	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	73.3	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	86.7	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	73.3	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	20.0	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	53.3	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	80.0	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	60.0	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	53.3	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	73.3	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	60.0	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	73.3	71.7	71.0

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

NLESD - Eastern Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=23]	Region [N=1,458]	Province [N=2,422]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)	76.2	79.2	79.0
2. Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)	95.2	94.9	94.6
3. Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	90.5	95.0	94.4
4. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)	90.5	95.7	94.5
5. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	81.0	87.8	86.3
6. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)	76.2	82.2	80.3
7. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)	76.2	87.2	86.9
8. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))	76.2	72.3	72.4
9. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)	71.4	83.3	83.1
10. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)	66.7	50.7	48.7
Constructed Response			
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	76.2	65.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	85.7	81.4	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	54.8	54.4	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	69.0	63.8	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	71.4	74.3	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	57.1	67.2	67.3
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)	90.0	88.7	88.3
12. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)	100.0	92.3	90.8
13. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	80.0	80.3	79.2
14. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	90.0	85.6	85.0
15. Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)	85.0	82.3	82.7
16. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)	75.0	77.7	76.0
17. Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)	65.0	66.8	65.7
18. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)	85.0	80.7	80.2
19. Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)	75.0	72.8	73.0
20. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)	80.0	55.4	56.1
Constructed Response			
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	64.3	56.8	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	66.7	58.8	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	42.9	62.1	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	52.4	57.0	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	66.7	68.6	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	23.8	45.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	52.4	71.7	71.0

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

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

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NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=18]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	85.7	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	92.9	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	85.7	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	92.9	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	85.7	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	78.6	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	57.1	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	50.0	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	85.7	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	67.9	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	46.4	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	50.0	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	78.6	67.2	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	93.8	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	93.8	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	75.0	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	87.5	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	87.5	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	87.5	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	56.3	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	87.5	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	75.0	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	68.8	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	32.1	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	71.4	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	50.0	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	50.0	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	57.1	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	21.4	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	28.6	71.7	71.0

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

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=31]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	77.4	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	96.8	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	87.1	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	93.6	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	87.1	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	80.7	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	74.2	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	64.5	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	71.0	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	41.9	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	45.2	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	71.0	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	45.2	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	48.4	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	80.6	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	48.4	67.2	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	82.1	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	85.7	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	75.0	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	89.3	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	89.3	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	64.3	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	57.1	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	64.3	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	75.0	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	46.4	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	41.4	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	55.2	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	51.7	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	48.3	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	55.2	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	34.5	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	55.2	71.7	71.0

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

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=21]	Region [N=1,458]	Province [N=2,422]
Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	75.0	79.2	79.0
2. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.9	94.6
3. *Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	95.0	95.0	94.4
4. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	95.7	94.5
5. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	70.0	87.8	86.3
6. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	80.0	82.2	80.3
7. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	85.0	87.2	86.9
8. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	90.0	72.3	72.4
9. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	80.0	83.3	83.1
10. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	70.0	50.7	48.7
Constructed Response			
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	75.0	65.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	85.0	81.4	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	70.0	54.4	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	55.0	63.8	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	60.0	74.3	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	75.0	67.2	67.3
Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	90.5	88.7	88.3
12. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	100.0	92.3	90.8
13. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	81.0	80.3	79.2
14. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	90.5	85.6	85.0
15. *Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	66.7	82.3	82.7
16. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	85.7	77.7	76.0
17. *Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	76.2	66.8	65.7
18. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	81.0	80.7	80.2
19. *Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	76.2	72.8	73.0
20. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	57.1	55.4	56.1
Constructed Response			
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	57.1	56.8	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	57.1	58.8	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	66.7	62.1	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	71.4	57.0	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	85.7	68.6	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	47.6	45.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	71.4	71.7	71.0

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

NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=14]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)***			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	75.0	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	91.7	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	91.7	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	75.0	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	75.0	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	66.7	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	58.3	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	83.3	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	50.0	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	58.3	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	66.7	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	58.3	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	58.3	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	58.3	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	70.8	67.2	67.3
	Fiction ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)***			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	81.8	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	100.0	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	81.8	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	90.9	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	90.9	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	36.4	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	63.6	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	90.9	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	54.6	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	27.3	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	36.4	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	54.5	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	27.3	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	54.5	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	63.6	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	27.3	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	81.8	71.7	71.0

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

NLESD - Eastern Region

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

		School	Region	Province
Item	Cognitive Level - Outcome (*item parameter*)	[N=48]	[N=1,458]	[N=2,422]

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

		School	Region	Province
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	76.6	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	97.9	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	87.2	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	87.2	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	97.9	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	89.4	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	91.5	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	66.0	50.7	48.7

Constructed Response

	School	Region	Province
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	68.1	65.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	78.7	81.4	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	57.4	54.4	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	73.4	63.8	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	76.6	74.3	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	78.7	67.2	67.3

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

		School	Region	Province
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	80.9	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	97.9	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	87.2	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	85.1	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	85.1	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	72.3	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	74.5	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	80.9	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	57.5	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	59.6	55.4	56.1

Constructed Response

	School	Region	Province
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	62.5	56.8	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	66.7	58.8	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	66.7	62.1	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	64.6	57.0	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	75.0	68.6	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	39.6	45.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	79.2	71.7	71.0

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

9/29/2015

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NLESD - Eastern Region

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

		School [N=1]	Region [N=1,458]	Province [N=2,422]
Item	Cognitive Level - Outcome (*item parameter*)			

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

#	Item	School	Region	Province
1.	Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)		79.2	79.0
2.	Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)		94.9	94.6
3.	Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)		95.0	94.4
4.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)		95.7	94.5
5.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)		87.8	86.3
6.	Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)		82.2	80.3
7.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)		87.2	86.9
8.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))		72.3	72.4
9.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)		83.3	83.1
10.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)		50.7	48.7

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

Constructed Response

Item	School	Region	Province
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		65.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		81.4	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		54.4	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.8	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		74.3	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		67.2	67.3

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

#	Item	School	Region	Province
11.	Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		88.7	88.3
12.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		92.3	90.8
13.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		80.3	79.2
14.	Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		85.6	85.0
15.	Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)		82.3	82.7
16.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)		77.7	76.0
17.	Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)		66.8	65.7
18.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)		80.7	80.2
19.	Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)		72.8	73.0
20.	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)		55.4	56.1

Constructed Response

Item	School	Region	Province
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		56.8	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		58.8	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		62.1	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		57.0	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)		68.6	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		45.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		71.7	71.0

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

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

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NLESD - Eastern Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=31]	Region [N=1,458]	Province [N=2,422]
Non-Fiction ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)***			
1. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	73.3	79.2	79.0
2. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	93.3	94.9	94.6
3. *Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	90.0	95.0	94.4
4. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	93.3	95.7	94.5
5. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	80.0	87.8	86.3
6. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	76.7	82.2	80.3
7. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	86.7	87.2	86.9
8. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	73.3	72.3	72.4
9. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	73.3	83.3	83.1
10. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	40.0	50.7	48.7
Constructed Response			
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	69.0	65.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	79.3	81.4	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	55.2	54.4	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	53.4	63.8	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	79.3	74.3	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	62.1	67.2	67.3
Fiction ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)***			
11. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	76.7	88.7	88.3
12. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	90.0	92.3	90.8
13. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	76.7	80.3	79.2
14. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	86.7	85.6	85.0
15. *Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	93.3	82.3	82.7
16. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	96.7	77.7	76.0
17. *Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	60.0	66.8	65.7
18. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	83.3	80.7	80.2
19. *Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	76.7	72.8	73.0
20. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	60.0	55.4	56.1
Constructed Response			
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	55.0	56.8	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	40.0	58.8	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	68.3	62.1	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	63.3	57.0	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	76.7	68.6	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	33.3	45.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	76.7	71.7	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT

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NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=24]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	95.2	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	95.2	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	90.5	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	90.5	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	85.7	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	76.2	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	81.0	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	42.9	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	95.5	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	86.4	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	70.5	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	81.8	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	86.4	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	70.5	67.2	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	95.2	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	95.2	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	85.7	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	76.2	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	71.4	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	95.2	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	61.9	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	85.7	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	81.0	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	52.4	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	71.4	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	66.7	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	57.1	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	47.6	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	90.5	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	57.1	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	85.7	71.7	71.0

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

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

		School	Region	Province
Item	Cognitive Level - Outcome (*item parameter*)	[N=5]	[N=1,458]	[N=2,422]

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

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

#	Item	School	Region	Province
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*		79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		50.7	48.7

Constructed Response

Item	School	Region	Province
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		65.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		81.4	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		54.4	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.8	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		74.3	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		67.2	67.3

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

#	Item	School	Region	Province
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*		88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*		92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*		80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*		85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*		82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*		77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*		66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*		80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*		72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*		55.4	56.1

Constructed Response

Item	School	Region	Province
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		56.8	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		58.8	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		62.1	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		57.0	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)		68.6	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		45.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		71.7	71.0

Note: percentages may not add to 100% due to missing values.   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   9/29/2015

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NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=2]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	*School data with 5 or fewer students withheld for reasons of confidentiality.*	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		67.2	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*		88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*		92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*		80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*		85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*		82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*		77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*		66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*		80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*		72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*		55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)		68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		71.7	71.0

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

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

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NLESD - Eastern Region

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

		School	Region	Province
Item	Cognitive Level - Outcome (*item parameter*)	[N=9]	[N=1,458]	[N=2,422]

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

		School	Region	Province
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	77.8	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	66.7	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	44.4	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	66.7	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	55.6	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	55.6	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	55.6	50.7	48.7

Constructed Response

	School	Region	Province
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	66.7	65.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	44.4	81.4	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	27.8	54.4	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	33.3	63.8	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	66.7	74.3	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	33.3	67.2	67.3

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

		School	Region	Province
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	88.9	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	77.8	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	77.8	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	88.9	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	77.8	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	66.7	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	66.7	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	66.7	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	33.3	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	33.3	55.4	56.1

Constructed Response

	School	Region	Province
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	44.4	56.8	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	77.8	58.8	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	38.9	62.1	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	44.4	57.0	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	55.6	68.6	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	55.6	45.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	77.8	71.7	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT

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Newfoundland Labrador

NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=15]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	73.3	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	86.7	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	100.0	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	80.0	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	86.7	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	60.0	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	93.3	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	46.7	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	73.3	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	80.0	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	60.0	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	73.3	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	66.7	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	70.0	67.2	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	93.3	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	93.3	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	100.0	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	93.3	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	86.7	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	73.3	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	66.7	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	80.0	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	80.0	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	66.7	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	70.0	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	73.3	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	83.3	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	60.0	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	80.0	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	53.3	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	86.7	71.7	71.0

Note: percentages may not add to 100% due to missing values.   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   9/29/2015

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NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=14]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	91.7	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	75.0	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	91.7	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	75.0	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	83.3	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	83.3	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	58.3	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	83.3	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	58.3	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	91.7	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	91.7	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	54.2	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	50.0	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	75.0	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	83.3	67.2	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	72.7	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	81.8	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	81.8	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	63.6	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	72.7	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	90.9	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	27.3	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	81.8	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	54.6	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	72.7	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	59.1	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	27.3	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	50.0	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	54.5	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	54.5	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	45.5	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	90.9	71.7	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT

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NLESD - Eastern Region

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

		School	Region	Province
Item	Cognitive Level - Outcome (*item parameter*)	[N=4]	[N=1,458]	[N=2,422]

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

1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	*School data with 5 or fewer students withheld for reasons of confidentiality.*	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		50.7	48.7

Constructed Response

1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		65.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		81.4	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		54.4	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.8	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		74.3	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		67.2	67.3

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

11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*		88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*		92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*		80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*		85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*		82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*		77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*		66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*		80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*		72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*		55.4	56.1

Constructed Response

1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		56.8	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		58.8	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		62.1	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		57.0	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)		68.6	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)		45.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		71.7	71.0

Note: percentages may not add to 100% due to missing values.   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   9/29/2015

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NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=7]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	75.0	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	100.0	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	75.0	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	100.0	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	25.0	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	100.0	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	25.0	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	25.0	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	75.0	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	100.0	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	62.5	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	75.0	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	87.5	67.2	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	100.0	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	100.0	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	57.1	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	85.7	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	100.0	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	42.9	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	71.4	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	85.7	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	57.1	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	28.6	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	64.3	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	28.6	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	64.3	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	71.4	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	42.9	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	42.9	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	57.1	71.7	71.0

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

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

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NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=10]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	100.0	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	85.7	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	71.4	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	85.7	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	28.6	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	57.1	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	57.1	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	71.4	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	100.0	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	50.0	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	78.6	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	85.7	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	64.3	67.2	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	100.0	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	100.0	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	100.0	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	75.0	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	87.5	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	100.0	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	62.5	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	50.0	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	100.0	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	87.5	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	62.5	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	62.5	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	50.0	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	87.5	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	75.0	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	62.5	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	75.0	71.7	71.0

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

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

Newfoundland Labrador

NLESD - Eastern Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=33]	Region [N=1,458]	Province [N=2,422]
Non-Fiction ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)***			
1. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	75.0	79.2	79.0
2. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	90.6	94.9	94.6
3. *Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	93.8	95.0	94.4
4. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	87.5	95.7	94.5
5. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	87.5	87.8	86.3
6. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	78.1	82.2	80.3
7. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	84.4	87.2	86.9
8. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	75.0	72.3	72.4
9. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	87.5	83.3	83.1
10. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	28.1	50.7	48.7
Constructed Response			
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	43.8	65.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	87.5	81.4	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	56.3	54.4	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	56.3	63.8	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	56.3	74.3	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	65.6	67.2	67.3
Fiction ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)***			
11. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	87.5	88.7	88.3
12. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	84.4	92.3	90.8
13. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	75.0	80.3	79.2
14. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	87.5	85.6	85.0
15. *Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	78.1	82.3	82.7
16. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	78.1	77.7	76.0
17. *Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	62.5	66.8	65.7
18. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	87.5	80.7	80.2
19. *Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	53.1	72.8	73.0
20. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	43.8	55.4	56.1
Constructed Response			
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	37.5	56.8	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	37.5	58.8	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	60.9	62.1	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	59.4	57.0	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	46.9	68.6	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	31.3	45.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	50.0	71.7	71.0

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

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

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NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=19]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	75.0	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	87.5	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	93.8	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	81.3	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	56.3	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	81.3	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	50.0	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	75.0	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	68.8	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	65.6	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	71.9	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	87.5	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	62.5	67.2	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	88.2	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	100.0	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	82.4	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	82.4	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	88.2	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	76.5	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	76.5	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	94.1	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	76.5	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	70.6	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	50.0	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	52.9	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	58.8	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	52.9	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	52.9	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	29.4	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	70.6	71.7	71.0

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

NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=12]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	81.8	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	90.9	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	90.9	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	90.9	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	63.6	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	72.7	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	63.6	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	54.6	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	72.7	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	45.5	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	54.5	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	81.8	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	36.4	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	40.9	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	72.7	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	50.0	67.2	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	80.0	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	90.0	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	80.0	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	90.0	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	60.0	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	80.0	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	70.0	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	80.0	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	60.0	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	70.0	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	40.0	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	40.0	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	45.0	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	40.0	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	40.0	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	0.0	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	50.0	71.7	71.0

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

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

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NLESD - Eastern Region

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

		School	Region	Province
Item	Cognitive Level - Outcome (*item parameter*)	[N=52]	[N=1,458]	[N=2,422]

	Non-Fiction ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)***			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	81.3	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	93.8	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	97.9	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	95.8	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	81.3	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	72.9	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	91.7	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	72.9	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	83.3	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	41.7	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	63.3	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	77.6	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	45.9	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	60.2	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	57.1	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	57.1	67.2	67.3
	Fiction ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)***			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	91.5	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	93.6	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	74.5	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	91.5	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	76.6	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	70.2	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	66.0	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	76.6	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	74.5	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	51.1	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	46.8	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	51.1	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	60.6	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	55.3	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	57.4	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	36.2	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	66.0	71.7	71.0

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

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

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NLESD - Eastern Region

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=30]	Region [N=1,458]	Province [N=2,422]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	85.7	79.2	79.0
2. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.9	94.6
3. *Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	95.0	94.4
4. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	95.7	94.5
5. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	92.9	87.8	86.3
6. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	92.9	82.2	80.3
7. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	89.3	87.2	86.9
8. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	82.1	72.3	72.4
9. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	67.9	83.3	83.1
10. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	53.6	50.7	48.7
Constructed Response			
1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	67.9	65.7	66.1
2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	92.9	81.4	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	67.9	54.4	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	76.8	63.8	63.5
5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	75.0	74.3	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	76.8	67.2	67.3
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. *Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	93.1	88.7	88.3
12. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	89.7	92.3	90.8
13. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	96.6	80.3	79.2
14. *Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	79.3	85.6	85.0
15. *Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	82.8	82.3	82.7
16. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	79.3	77.7	76.0
17. *Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	69.0	66.8	65.7
18. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	89.7	80.7	80.2
19. *Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	86.2	72.8	73.0
20. *Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	65.5	55.4	56.1
Constructed Response			
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	69.0	56.8	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	69.0	58.8	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	70.7	62.1	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	72.4	57.0	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	75.9	68.6	67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	79.3	45.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	75.9	71.7	71.0

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

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

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NLESD - Eastern Region

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=22]	Region [N=1,458]	Province [N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	85.7	79.2	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	90.5	94.9	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	90.5	95.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	90.5	95.7	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	85.7	87.8	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	81.0	82.2	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	85.7	87.2	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	61.9	72.3	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	85.7	83.3	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	33.3	50.7	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	42.9	65.7	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	85.7	81.4	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	54.8	54.4	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	52.4	63.8	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	71.4	74.3	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	59.5	67.2	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	77.8	88.7	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	77.8	92.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	66.7	80.3	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	94.4	85.6	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	83.3	82.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	61.1	77.7	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	61.1	66.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	83.3	80.7	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	61.1	72.8	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	38.9	55.4	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	52.8	56.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	55.6	58.8	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	61.1	62.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	38.9	57.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	61.1	68.6	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	61.1	45.2	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	72.2	71.7	71.0

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

District 803 - Private

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=3]	Region [N=38]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**	*School data with 5 or fewer students withheld for reasons of confidentiality.*		
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*		86.5	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		94.6	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		97.3	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		97.3	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		94.6	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		91.9	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		100.0	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		86.5	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		83.8	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		62.2	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		83.8	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		86.5	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		67.6	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		67.6	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		78.4	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		66.2	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*		94.6	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*		97.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*		75.7	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*		91.9	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*		97.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*		86.5	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*		83.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*		83.8	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*		73.0	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*		73.0	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		60.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		62.2	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		85.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		70.3	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)		78.4	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		67.6	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		83.8	71.0

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

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District 803 - Private

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=9]	Region [N=38]	Province [N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	100.0	86.5	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.6	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	88.9	97.3	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	97.3	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	100.0	94.6	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	100.0	91.9	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	100.0	100.0	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	77.8	86.5	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	88.9	83.8	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	55.6	62.2	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	100.0	83.8	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	77.8	86.5	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	72.2	67.6	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	66.7	67.6	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	100.0	78.4	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	66.7	66.2	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	100.0	94.6	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	87.5	97.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	75.0	75.7	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	100.0	91.9	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	100.0	97.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	87.5	86.5	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	87.5	83.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	75.0	83.8	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	100.0	73.0	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	87.5	73.0	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	50.0	60.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	87.5	62.2	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	100.0	85.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	100.0	70.3	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	75.0	78.4	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	50.0	67.6	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	87.5	83.8	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT

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Newfoundland Labrador

District 803 - Private

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=17]	Region [N=38]	Province [N=2,422]
	Non-Fiction ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)***			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	82.4	86.5	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	94.1	94.6	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	97.3	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	94.1	97.3	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	94.1	94.6	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	94.1	91.9	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	100.0	100.0	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	94.1	86.5	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	88.2	83.8	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	58.8	62.2	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	82.4	83.8	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	88.2	86.5	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	61.8	67.6	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	70.6	67.6	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	70.6	78.4	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	67.6	66.2	67.3
	Fiction ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)***			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	88.2	94.6	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	100.0	97.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	64.7	75.7	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	94.1	91.9	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	100.0	97.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	94.1	86.5	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	82.4	83.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	88.2	83.8	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	64.7	73.0	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	82.4	73.0	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	76.5	60.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	64.7	62.2	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	88.2	85.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	76.5	70.3	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	88.2	78.4	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	88.2	67.6	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	88.2	83.8	71.0

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

District 803 - Private

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=6]	Region [N=38]	Province [N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	83.3	86.5	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	100.0	94.6	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	100.0	97.3	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	100.0	97.3	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	83.3	94.6	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	83.3	91.9	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	100.0	100.0	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	83.3	86.5	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	83.3	83.8	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	83.3	62.2	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	83.3	83.8	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	100.0	86.5	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	66.7	67.6	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	58.3	67.6	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	100.0	78.4	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	75.0	66.2	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	100.0	94.6	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	100.0	97.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	83.3	75.7	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	83.3	91.9	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	83.3	97.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	83.3	86.5	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	66.7	83.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	83.3	83.8	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	66.7	73.0	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	50.0	73.0	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	50.0	60.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	33.3	62.2	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	66.7	85.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	33.3	70.3	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	66.7	78.4	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	83.3	67.6	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	66.7	83.8	71.0

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

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

Newfoundland Labrador

District 803 - Private

School #: 469   Immaculate Heart of Mary School, Corner Brook   Grades: K-7,9-10

Item	Cognitive Level - Outcome (*item parameter*)	School [N=3]	Region [N=38]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**	*School data with 5 or fewer students withheld for reasons of confidentiality.*		
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*		86.5	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		94.6	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		97.3	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		97.3	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		94.6	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		91.9	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		100.0	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		86.5	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		83.8	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		62.2	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		83.8	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		86.5	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		67.6	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		67.6	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		78.4	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		66.2	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*		94.6	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*		97.3	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*		75.7	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*		91.9	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*		97.3	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*		86.5	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*		83.8	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*		83.8	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*		73.0	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*		73.0	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		60.8	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		62.2	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		85.1	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		70.3	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)		78.4	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)		67.6	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		83.8	71.0

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

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

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District 804 - Native Federal

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=7]	Region [N=4]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	57.1	100.0	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	57.1	75.0	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	71.4	100.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	85.7	100.0	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	42.9	100.0	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	57.1	75.0	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	85.7	100.0	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	57.1	100.0	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	42.9	100.0	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	85.7	100.0	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	28.6	50.0	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	42.9	50.0	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	28.6	62.5	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	50.0	50.0	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	71.4	75.0	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	57.1	75.0	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	80.0	100.0	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	20.0	75.0	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	40.0	75.0	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	100.0	100.0	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	40.0	50.0	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	0.0	75.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	60.0	75.0	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	100.0	100.0	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	60.0	75.0	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	40.0	25.0	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	50.0	87.5	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	40.0	75.0	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	70.0	50.0	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	80.0	25.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	60.0	25.0	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	20.0	50.0	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	60.0	25.0	71.0

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

District 804 - Native Federal

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=6]	Region [N=4]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*	60.0	100.0	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*	80.0	75.0	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*	60.0	100.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*	80.0	100.0	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*	40.0	100.0	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*	40.0	75.0	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*	40.0	100.0	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*	40.0	100.0	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*	40.0	100.0	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*	40.0	100.0	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	0.0	50.0	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	20.0	50.0	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	10.0	62.5	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	0.0	50.0	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	20.0	75.0	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)	0.0	75.0	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*	40.0	100.0	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*	40.0	75.0	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*	40.0	75.0	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*	40.0	100.0	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*	40.0	50.0	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*	20.0	75.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*	20.0	75.0	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*	40.0	100.0	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*	40.0	75.0	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*	0.0	25.0	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	0.0	87.5	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	0.0	75.0	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)	30.0	50.0	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	20.0	25.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	20.0	25.0	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.)	0.0	50.0	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	20.0	25.0	71.0

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

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

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District 804 - Native Federal

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=4]	Region [N=4]	Province [N=2,422]
	Non-Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**	*School data with 5 or fewer students withheld for reasons of confidentiality.*		
1.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)*		100.0	79.0
2.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)*		75.0	94.6
3.	*Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)*		100.0	94.4
4.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in school)*		100.0	94.5
5.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)*		100.0	86.3
6.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)*		75.0	80.3
7.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)*		100.0	86.9
8.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))*		100.0	72.4
9.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment)*		100.0	83.1
10.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)*		100.0	48.7
	Constructed Response			
	1. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		50.0	66.1
	2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		50.0	81.8
	3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		62.5	54.8
	4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		50.0	63.5
	5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		75.0	73.4
	6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		75.0	67.3
	Fiction **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)**			
11.	*Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)*		100.0	88.3
12.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)*		75.0	90.8
13.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)*		75.0	79.2
14.	*Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)*		100.0	85.0
15.	*Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)*		50.0	82.7
16.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)*		75.0	76.0
17.	*Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)*		75.0	65.7
18.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)*		100.0	80.2
19.	*Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)*		75.0	73.0
20.	*Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)*		25.0	56.1
	Constructed Response			
	1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		87.5	57.9
	2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		75.0	56.7
	3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		50.0	62.6
	4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		25.0	56.8
	5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)		25.0	67.9
	6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)		50.0	47.3
	7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		25.0	71.0

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

Source: Division of Evaluation and Research, Department of Education and Early Childhood Development   O:\CRT15\LANG_6\GENDER\MALE\EL15_6CL.RPT   9/29/2015   12:04:24PM   168