

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

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

School #: 001	St. Peter's School, Black Tickle Grades: 1,4,6,8,10-11	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=1]	[N=110]	[N=2,422]
Non-Fictio	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	School data		
1. Comprehen	nsion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Unique feature of a school)	with 5 or fewer	79.3	79.0
Comprehen	nsion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)	students	93.9	94.6
 Inferential – 	- (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	withheld for	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		91.5	94.5
school)		confidentiality.		
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 shou	ld you attend)	82.9	86.9
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
	- (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 hypothe		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 Res	sponse lext – (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
•	text – (6) / 21.0 Explain thinking using support normal text / (magnie you could attend any school normale text. Which would you choose: Why?) text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		86.6	81.8
•	text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		54.9	54.8
•	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 to	text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		56.1	73.4
6. Response to 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 S	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehens	sion – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		87.1	88.3
2. Inferential –	(6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		94.1	90.8
3. Inferential –	(6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		75.3	79.2
4. Inferential –	(6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		83.5	85.0
5. Comprehens	sion – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)		85.9	82.7
6. 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
7. 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	ly say it?)	54.1	65.7
8. 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
	sion – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)		78.8	73.0
	(6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)		45.9	56.1
Constructed Res	sponse			
1. Inferential – (6)	.)/22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		63.5	57.9
•	n – (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
٠,)/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
)/21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		54.1	56.8
٠,)/22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)		60.0	67.9
•	ext – (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. Interential – (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.



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

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

School #: 002	Henry Gordon Academy, Cartwright Grades: K-11	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=3]	[N=110]	[N=2,422]
Non-Fiction	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	School data		
1. Comprehens	nsion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Unique feature of a school)	with 5 or fewer	79.3	79.0
2. Comprehens	nsion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)	students	93.9	94.6
 Inferential – 	- (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	withheld for	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 count	ry in text - differences in reasons of	91.5	94.5
school)		confidentiality.		
5. Inferential –	- (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	,	84.2	86.3
i. 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 te	ext should you attend)	82.9	86.9
3. 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
). 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
0. 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 Resp	·		67.1	66.4
•	ext – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?) ext – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		86.6	66.1 81.8
	ext – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		54.9	54.8
•	ext – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		57.3	63.5
•	ext – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		56.1	73.4
	ext - (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 Se	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	sion – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		87.1	88.3
	(6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		94.1	90.8
	(6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		75.3	79.2
,	(6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		83.5	85.0
,	sion – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)		85.9	82.7
s. 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
	(6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would n	nost likely say it?)	54.1	65.7
,	(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
	sion – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)		78.8	73.0
•	(6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)		45.9	56.1
Constructed Resp	ponse			
) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		63.5	57.9
٠,	n – (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
, ,) / 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
)/21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		54.1	56.8
)/22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)		60.0	67.9
•	ext – (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.



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

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

	On will be a love to Outcome (University of the Control of the Con	SCHOOL	Negion	[N. 0.400]
Item	Cognitive Level - Outcome (item parameter)	[N=36]	[N=110]	[N=2,422]
Non-Fiction				
 Comprehens 	ion – (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
Comprehens	ion – (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
 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 – (school)	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	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 Resp	onse tt – (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
•	tt – (6) / 21.0 Explain thinking using support from text / (imagine you could attend any scribblintom the text. which would you choose? why?) tt – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	86.2	86.6	81.8
	tt – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	51.7	54.9	54.8
•	tt – (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
•	tt – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	44.8	56.1	73.4
6. Response to te	t - (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 Se	lected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	on – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)	88.5	87.1	88.3
	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 – (5) / 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
	on – (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
	5) / 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. Comprehensi	on – (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 Resp	onse			
	22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	50.0	63.5	57.9
•	- (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
• • •	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
• • •	21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	65.4	54.1	56.8
• • •	22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	53.8	60.0	67.9
· · · · · · · · · · · · · · · · · · ·	t – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	38.5	45.9	47.3
7. inierentiai – (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.

9/29/2015

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

Province

Region

School



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

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

School #: 007	Amos Comenius Memorial School, Hopedale Grades: K-12	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=4]	[N=110]	[N=2,422]
Non-Ficti	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	School data		
 Comprehei 	nsion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)	with 5 or fewer	79.3	79.0
2. Comprehe	nsion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)	students	93.9	94.6
3. Inferential -	– (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	withheld for	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	reasons of	91.5	94.5
school)		confidentiality.		
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 Re				
	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
	text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		86.6	81.8
•	text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		54.9	54.8
•	text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain) text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		57.3 56.1	63.5 73.4
•	text - (6) / 22.0 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
Eistion (Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	sision – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		07.4	00.2
	sion – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		87.1	88.3
	- (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		94.1	90.8
	- (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		75.3	79.2
	sion – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)		83.5	85.0
,	- (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)		85.9	82.7
	- (b) / 17.0 integrate effective reading and viewing strategies. / (which word best describes now the main character reit at this point in the story?) - (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	76.0
			54.1	65.7
	- (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
•	nsion – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)		78.8	73.0
20. Interential –	- (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)		45.9	56.1
Constructed Res	·			
,	6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		63.5	57.9
•	n – (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
,	6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?) 6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		57.6 54.1	62.6 56.8
•	5) / 22.0 Evaluate messages in texts / (Name one other courageous person in the story.)		60.0	67.9
	ext – (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
•	5) / 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
	,, 2010 Explain allimining soung support from tone, (main originate decombed file originate)		50.0	''

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.



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

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

	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=3]	[N=110]	[N=2,422]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	School data		
1. Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Unique feature of a school)	with 5 or fewer	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)	students	93.9	94.6
3. Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	withheld for	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)	reasons of confidentiality.	91.5	94.5
5. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	oormaoriaanty.	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
0. 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?) 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.)		56.1 62.2	73.4 67.3
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		87.1	88.3
2. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		94.1	90.8
3. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		75.3	79.2
4. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		83.5	85.0
5. 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
6. 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
7. 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
8. 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
9. Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)		78.8	73.0
0. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)		45.9	56.1
Constructed Posnonso			
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.

9/29/2015



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

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

School #: 014	Jens Haven Memorial, Nain	Grades: K-12	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)		[N=12]	[N=110]	[N=2,422]
Non-Fiction	on Selected Response: (Grade Level) / Outcome No. / Outcome	/(Item parameter)			
 Comprehei 	nsion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for c		25.0	79.3	79.0
	nsion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for c		100.0	93.9	94.6
	- (6) / 13.0 Explain how text structures help the audience construct meaning/ (Po		75.0	90.2	94.4
4. Inferential -	, ,	ation and applying to text (if a student moved to your school from another country in text - differences in	100.0	91.5	94.5
school) 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) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning		50.0	70.7	80.3
		ation and applying to text(if you wanted special assistance, what school in the text should you attend)	75.0	82.9	86.9
	– (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothe		75.0	73.2	72.4
		nation and applying to text (what school in the text would you attend if given this hypothetical assignment)	25.0	79.3	83.1
		rmation (how an organization in their own lives is similiar to the organization in the text)	50.0	30.5	48.7
Constructed Re	esponse				
•	text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any s		50.0	67.1	66.1
	text – (6) / 21.0 Explain thinking using personal connections / (Which school would you lead		75.0	86.6	81.8
,	text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is mos		25.0 25.0	54.9	54.8
•	text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	appropriate for your community: Explain)	25.0 50.0	57.3 56.1	63.5 73.4
	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 9	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item p	aramotor)			
	nsion – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the	·	100.0	87.1	88.3
	- (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase be		100.0	94.1	90.8
	- (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word des		80.0	75.3	79.2
	- (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Wi		80.0	83.5	85.0
	nsion – (6) / 12.0 Explain how text structures help the audience construct meanin		100.0	85.9	82.7
•	- (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best		80.0	80.0	76.0
		nagine another hypothetical statement was in the text. Which character would most likely say it?)	60.0	54.1	65.7
	- (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal,		80.0	80.0	80.2
	nsion – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the me		80.0	78.8	73.0
	- (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the litera		40.0	45.9	56.1
Constructed Res	snonse				
	sponse 6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the	story?)	80.0	63.5	57.9
,	m - (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the		40.0	44.7	56.7
	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
	6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		80.0	54.1	56.8
	6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropri		60.0	60.0	67.9
•	ext – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you	·	40.0	45.9	47.3
7. Inferential – (6	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



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

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

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	n Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	School data		
1. Comprehensi	sion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Unique feature of a school)	with 5 or fewer	79.3	79.0
Comprehensi	ion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)	students	93.9	94.6
	(6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	withheld for	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 - differenc	es in reasons of	91.5	94.5
school)		confidentiality.		
,	(6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	•	84.2	86.3
,	(6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)		70.7	80.3
	(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 atter	nd)	82.9	86.9
	(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
	(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 assigr	nment)	79.3	83.1
0. 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 Resp	ponse xt – (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
•	xt = (6) / 21.0 Explain thinking using support from text / (imagine you could attend any scrioto from the text. Which would you choose? Why?) xt = (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		86.6	81.8
	xt – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		54.9	54.8
•	xt – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		57.3	63.5
•	xt – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		56.1	73.4
6. Response to tex	xt - (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 Se	elected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
. Comprehensi	ion – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		87.1	88.3
2. Inferential – (6	6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		94.1	90.8
	6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		75.3	79.2
4. Inferential – (6	6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		83.5	85.0
5. Comprehensi	ion – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)		85.9	82.7
6. Inferential – (6	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
	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
•	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
	ion – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)		78.8	73.0
•	6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)		45.9	56.1
Constructed Respo	onse			
	/22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		63.5	57.9
•	- (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
	/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
	/21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		54.1	56.8
	/ 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)		60.0	67.9
•	tt – (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. interential – (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.



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

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

		Grades: K-8,10-12	School	Region	Province
	Cognitive Level - Outcome (item param	otod	[N=1]	[N=110]	[N=2,422]
Item			[N=1]	[14=110]	[14=2,422]
Non-Fiction			School data		
		strategies / (Read for content meaning (Comprehension). Unique feature of a school)	with 5 or fewer	79.3	79.0
		strategies / (Read for content meaning (Comprehension).Basic necessity in a school)	students	93.9	94.6
•	· · · · · · · · · · · · · · · · · · ·	construct meaning/ (Purpose of graphic in the heading)	withheld for	90.2	94.4
•	6) / 11.0 Integrate effective reading and viewing strated	ies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in	reasons of	91.5	94.5
school)			confidentiality.		
•	,	gies / (Predicting how a new school will affect students)		84.2	86.3
•	6) / 9.0 Integrate cueing systems to construct meaning			70.7	80.3
		gies / (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
		gies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))		73.2	72.4
		gies / (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	6) / 11.0 Integrate effective reading and viewing strateg	gies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)		30.5	48.7
Constructed Resp		the word and the state of the s		67.4	00.4
•		ne you could attend any school from the text. Which would you choose? Why?)		67.1	66.1
•	t – (6) / 21.0 Explain thinking using personal connections / (W t – (6) / 22.0 Evaluate messages in texts / (Which school in te			86.6 54.9	81.8 54.8
•	• • • • • • • • • • • • • • • • • • • •	thich school in text is most appropriate for your community? Explain)		57.3	63.5
•	t – (6) / 22.0 Evaluate messages in texts / (Which is purpose			56.1	73.4
		e you moved to a school from the text. Describe how it is different from your current school.)		62.2	67.3
Fiction Se	ected Response: (Grade Level) / Outcome No.	/ Outcome / (Item parameter)			
		strategies. / (Why did the main character go on an adventure?)		87.1	88.3
		ies. / (Which phrase best represents the message of the story?)		94.1	90.8
) / 11.0 Integrate effective reading and viewing strateg			75.3	79.2
•) / 9.0 Integrate cueing systems to construct meaning.			83.5	85.0
•	, , , , , , , , , , , , , , , , , , , ,	ience construct meaning / (What was the last event in the story?)		85.9	82.7
		ies. / (Which word best describes how the main character felt at this point in the story?)		80.0	76.0
		construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)		54.1	65.7
•		ies. / (After the ordeal, which phrase best describes the appearance of the main character?)		80.0	80.2
	on – (6) / 9.0 Integrate cueing systems to construct me			78.8	73.0
•	i) / 11.0 Integrate effective reading and viewing strateg	· · · · · · · · · · · · · · · · · · ·		45.9	56.1
Comptunated Decem					
Constructed Respo	i nse 22.0 Evaluate messages in texts / (How did the main charact	er change throughout the story?)		63.5	57.9
, ,	· · ·	struct meaning. / (Place the events of the story in the correct order (Sequencing))		44.7	56.7
•	•	by you think best describes the relationship between two characters in the story?)		57.6	62.6
	21.0 Evaluate messages in texts / (Name one other courage			54.1	56.8
		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 / (Te	ell about a time when you had an experience similiar to the main character.)		45.9	47.3
o. Nesponse to text				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



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

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

No. Cognitive Level - Outcome (item parameter) No. Cognitive Level - Outcome (item parameter) No. Comprehension Selected Response: (Grade Level) / Outcome No. / Outcome / (item parameter) School data with 5 or level To. 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 level Sch	School #: 017	Northern Lights Academy, Rigolet	Grades: K-12	School	Region	Province
Comprehension - ((a) / 1.1.) Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Unique feature of a school) substitute of a school) substitute of a school) substitute of a school school substitute of a school substitute of a school substitute of a school substitute of a school scho	Item	Cognitive Level - Outcome (item paramete			•	[N=2,422]
Comprehension - ((a) / 1.1.) Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Unique feature of a school) substitute of a school) substitute of a school) substitute of a school school substitute of a school substitute of a school substitute of a school substitute of a school scho	Non-Fiction	on Selected Response: (Grade Level) / Outcor	me No. / Outcome / (Item parameter)	School data		
2. Comprehension—(6) / 1.1. O Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension)). Basic receivably in a school of 1.5 viewhold for 6 viewhold	 Comprehei 	nsion – (6) / 11.0 Integrate effective reading and viewing stra	ategies / (Read for content meaning (Comprehension). Unique feature of a school)		79.3	79.0
1. Infernital—(0) / 1.30 Explain from text structures high the audience construct meaning (Purpose of graphic in the heading) A Infernital—(0) / 1.10 Unitograte effective reading and wiewing strategies / (Predicting how a new school will affect students) A Infernital—(0) / 1.0 Unitograte effective reading and wiewing strategies / (Predicting how a new school will affect students) A Infernital—(0) / 1.0 Unitograte effective reading and wiewing strategies / (Predicting how a new school will affect students) A Infernital—(0) / 1.0 Unitograte effective reading and viewing strategies / (Units gin a mystate) A Infernital—(0) / 1.10 Unitograte effective reading and viewing strategies / (Units gin a mystate) A Infernital—(0) / 1.10 Unitograte effective reading and viewing strategies / (Linding a hypothetical situation and applying to text (file situation that best matches the school) in the text should you attend () / 1.10 Unitograte effective reading and viewing strategies / (Linding a hypothetical situation and applying to text (file situation that best matches the school) in the text school of the						
4. Inferential—(6) / 11.0 Integrate effective reading and viewing strategies / (Living a new situation and applying to text (if a student moved to your school from another country in text - differences in school your school from another country in text - differences in confidentiality. 5. Informatia—(6) / 11.0 Integrate allering systems to construct meaning (What is the meaning of the word?) 7. Infraenial—(6) / 11.0 Integrate allering systems to construct meaning (What is the meaning of the word?) 7. Infraenial—(6) / 11.0 Integrate allering systems to construct meaning (What is the meaning of the word?) 7. Infraenial—(6) / 11.0 Integrate allering systems to construct meaning (What is the meaning of the word?) 7. Infraenial—(6) / 11.0 Integrate allericon to conding and viewing strategies / (Living a provision and applying to text (this stration and applying to text (this stration and spayling to text) (Integrate of textor reading and viewing strategies / (Living a provision and applying to text (this stration and applying to text) (Integrate of textor reading and viewing strategies / (Living a provision and applying to text (this stration and applying to text) (Integrate of textor reading and viewing strategies / (Living a provision and applying to text) (Integrate of textor to reading and viewing strategies / (Living a provision and applying to text (this stration and applying to text) (Integrate of textor reading and viewing strategies / (White stration and applying to text) (Integrate of textor to reading and viewing strategies / (White stration and applying to text) (Integrate of textor to reading and viewing strategies / (White stration and applying to text) (Integrate of textor to reading and viewing strategies / (White stration and applying to text) (Integrate of textor to reading and viewing strategies / (White textor) (Integrate of textor to reading and viewing strategies / (White the main character stealings / (Integrate of textor to reading and viewing strategies / (White the main character steal						1
school) Inferential—(6) / 11 to Integrate effective reading and viewing strategies / (Predicting how a new school will affect students) Inferential—(6) / 10 integrate earlier passes in construct meaning / (What is the meaning of the word?) Inferential—(6) / 11 to Integrate effective reading and viewing strategies / (What is the meaning of the word?) Inferential—(6) / 11 to Integrate effective reading and viewing strategies / (What is the meaning of the word?) Inferential—(6) / 11 to Integrate effective reading and viewing strategies / (What is a what is not and applying to text (the student has the school)) Inferential—(6) / 11 to Integrate effective reading and viewing strategies / (What is a what is not and applying to text (that student is the school)) Inferential—(6) / 11 to Integrate effective reading and viewing strategies / (What is a what is not a reading in the text would you attend if given this hypothetical ssignment) Inferential—(6) / 11 to Integrate effective reading and viewing strategies / (What is school for its view of the school view of the text would you attend if given the text would you attend if given the text would you attend if given the first passes in the school view of you could stand any school from the school view of you locase? Why?) In the school of the school view of you locase the to a text post of your community? Explain) In the school of the school view of your community? Explain) In the school of the school view of your community? Explain) In the school of the school of the school view of your community? Explain) In the school of the school of the school view of your community? Explain) In the school of t	4. Inferential -	- (6) / 11.0 Integrate effective reading and viewing strategies	s / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in			I
5. Inferential—(6) /11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students) 10. Inferential—(6) /10.1 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (the situation that best matches the school) 10. Inferential—(6) /11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (the situation that best matches the school) 10. Inferential—(6) /11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (the situation that best matches the school) 10. 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) 10. Inferential—(6) /11.0 Integrate effective reading and viewing strategies / (Sythatesis) information (now an organization in the organization in the text) 10. Inferential—(6) /11.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?) 10. Response to text—(6) /21.0 Explain thinking using personal connections / (Which school woull you test site to attend Explain) 10. Response to text—(6) /21.0 Explain thinking using personal connections / (Which school woull you test) 10. Response to text—(6) /21.0 Explain thinking using personal connections / (Which school not at most any expenditual for your community? Explain) 10. Response to text—(6) /21.0 Explain thinking using personal connections / (Which school not text a most any expenditual for your countrial school (1) 1.0 Explain thinking using personal connections / (Which school not text and countrial thinking using personal connections / (Which school not text and countrial thinking using support from text / (Imagine and text) 10. Response to text—(6) /21.0 Explain thinking using personal connections / (Which school not text) 11. Comprehension—(6) /11.0 Integrate officic	school)					
1. Inferential – (6) / 11.0 Infegrate effective reading and viewing strategies / (Liking a new situation and applying to text (the situation that best matches the school)) 7.3.2 8.7.2 8. Inferential – (6) / 11.0 Infegrate effective reading and viewing strategies / (Liking a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment) 7. Inferential – (6) / 11.0 Infegrate effective reading and viewing strategies / (Synthesizing information (frow an organization in the text would you attend if given this hypothetical assignment) 7. Reaponse to teat – (6) / 11.0 Infegrate effective reading and viewing strategies / (Synthesizing information (frow an interest would you attend if given this hypothetical assignment) 7. Reaponse to teat – (6) / 20.0 Explain thinking using support from text (Imagine you sould attend any school from the text. Which would you choose? Why?) 7. Reaponse to text – (6) / 20.0 Explain thinking using personal connections / (Which school in wat is most attended? Explain) 7. Reaponse to text – (6) / 20.0 Explain thinking using personal connections / (Which school in wat is most attended? Explain) 7. Reaponse to text – (6) / 20.0 Explain thinking using personal connections / (Which school in wat is most attended? Explain) 7. Reaponse to text – (6) / 20.0 Explain thinking using personal connections / (Which school in wat is most attended? Explain) 7. Reaponse to text – (6) / 20.0 Explain thinking using support from text / (Which school in wat is most attended? Explain) 7. Reaponse to text – (6) / 20.0 Explain thinking using support from text / (Which school in wat is most attended? Explain) 7. Reaponse to text – (6) / 20.0 Explain thinking using support from text / (Which attended to your would be school from the text. Describe how it is different from your current school.) 7. Reaponse to text – (6) / 20.0 Explain thinking using support from text / (Which attended to your would school from the text. Describe how it is different from your curren	5. Inferential -	- (6) / 11.0 Integrate effective reading and viewing strategies	s / (Predicting how a new school will affect students)		84.2	86.3
8. Internatial—(6) / 11,0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school)) 7.32	6. Inferential -	- (6) / 9.0 Integrate cueing systems to construct meaning / (1	What is the meaning of the word?)		70.7	80.3
1. Internation (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 psychotecial assignment) 1. Response to text - (6) / 20.0 Explain thinking using support from text / (timugine you could attend any school from the text. Which would you choose? Why?) 1. Response to text - (6) / 20.0 Explain thinking using support from text / (timugine you could attend any school from the text. Which would you choose? Why?) 1. Response to text - (6) / 20.0 Explain thinking using personal connectorors / (Which school in text is most environmentally hieroth?) 2. Response to text - (6) / 22.0 Explain thinking using personal connectorors / (Which school in text is most environmentally hieroth?) 3. Response to text - (6) / 22.0 Explain thinking using support from text / (Which school in text is most environmentally hieroth?) 4. Response to text - (6) / 22.0 Explain thinking using support microl (Which school in text is most appropriate for your community? Explain) 5. Response to text - (6) / 22.0 Explain thinking using support from text / (Which school in text is most appropriate for your community? Explain) 5. Response to text - (6) / 22.0 Explain thinking using support from text / (Which school in text is most appropriate for your community? Explain) 5. Response to text - (6) / 22.0 Explain thinking using support from text / (Which school in text is most appropriate for your community? Explain) 5. Response to text - (6) / 22.0 Explain thinking using support from text / (Which school in text is most appropriate for your community? Explain) 5. Response to text - (6) / 22.0 Explain thinking using support from text / (Which school in text is most appropriate for your community? Explain) 5. Response to text - (6) / 22.0 Explain thinking using support from text / (Which school in text is most appropriate for your community? Explain) 5. Response to text - (6) / 22.0 Explain thinking using support from text / (Whic	7. Inferential -	- (6) / 11.0 Integrate effective reading and viewing strategies	s / (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
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) 1. Response to ext – (6) / 20.0 Explain thinking using support from text / (Inagine you could attend any school from the text. Which would you choose? Why?) 1. Response to ext – (6) / 20.0 Explain thinking using personal connections / (Which school would you less like to attend? Explain) 3. Response to text – (6) / 20.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain) 3. Response to text – (6) / 20.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain) 3. Response to text – (6) / 20.0 Explain thinking using expond in text is most appropriate for your community? Explain) 3. 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.) 3. 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.) 3. 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.) 3. Response to text – (6) / 20.0 Explain thinking using stategies. / (Which there text. Describe how it is different from your current school.) 3. Response to text – (6) / 20.0 Explain thinking using stategies. / (Which there text. Describe how it is different from your current school.) 3. Response to text – (6) / 20.0 Explain thow text structures help the subtractive school from the text. Which there is story?) 3. Response to text – (6) / 20.0 Explain thow text structures help the usualizate school from the text. Which there is story?) 3. Response to text – (6) / 20.0 Explain thow text str	8. Inferential -	- (6) / 11.0 Integrate effective reading and viewing strategies	s / (Linking a hypothetical situation and applying to text (the situation that best matches the school))		73.2	72.4
Constructed Response 1. Response to text — (6) / 20.0 Explain thinking using support from text / ((Integrine you could attend any school from the text. Which would you choose? Why?) 2. Response to text — (6) / 20.0 Explain thinking using personal connections? (Which school would you lesst like to attend? Explain) 3. Response to text — (6) / 20.0 Explain thinking using personal connections? (Which school is text is most environmentally friend)/? 4. Response to text — (6) / 20.0 Explain thinking using personal connections (Which school is text is most environmentally friend)/? 5. Response to text — (6) / 20.0 Explain thinking using personal connections (Which school in text is most environmentally friend)/? 5. Response to text — (6) / 20.0 Explain thinking using personal connections (Which is purpose of the visual) 5. Response to text — (6) / 20.0 Explain thinking using personal connections (Which is purpose of the visual) 5. Response to text — (6) / 20.0 Explain thinking using support from text / (Integrine you moved to a school from the text. Describe how it is different from your current school.) 5. Response to text — (6) / 20.0 Explain thinking using support from text / (Integrine you moved to a school from the text. Describe how it is different from your current school.) 5. Limiter text — (6) / 11.0 Integrate effective reading and viewing strategies. / (Which the school school your current school.) 5. Limiter text — (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?) 5. Limiter text — (6) / 10.0 Integrate effective reading and viewing strategies. / (Which word best describes how the min modes?) 5. Comprehension — (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?) 5. Limiter text — (6) / 11.0 Diregrate effective reading and viewing strategies. / (Which word best describes how the min character vould most likely say it?) 5. Limiter text — (6) / 12.0 Explain how text structures help the					79.3	83.1
1. Response to lear — (6) / 20.0 Explain thinking using support from tent / (Imagine you could attend any school from the text. Which would you choose? Why?) 2. Response to lear — (6) / 20.0 Explain thinking using personal connections / (Which school in text is most environmentally (riendly?) 5. Response to lear — (6) / 20.0 Explain thinking using personal connections / (Which school in text is most environmentally (riendly?) 5. Response to lear — (6) / 20.0 Explain thinking using usport from text / (Which is purpose of the visual?) 5. Response to lear — (6) / 20.0 Explain thinking using usport from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.) **Fiction** Selected Responses: (Grade Level) / Outcome No. / Outcome / (Ikem parameter) 10. Comprehension — (6) / 11.0 Integrate effective reading and viewing strategies. / (Which ich private best represents the message of the story?) 11. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (Which chard describes a character's feelings?) 12. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (Which chard describes a character's feelings?) 13. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (Which chard describes a character's feelings?) 14. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (Which chard describes a character's feelings?) 15. Comprehension — (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the vent in the story?) 16. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word dest describes how the main character feel at this point in the story?) 16. Inferential — (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the vent in the story?) 17. Inferential — (6) / 12.0 Explain how text structures help the audience construct meaning of a word in the text?) 18. Inferential — (6) / 1	10. Inferential -	 (6) / 11.0 Integrate effective reading and viewing strategies 	s / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)		30.5	48.7
2. Response to text — (6) /2.10 Explain thinking using personal connections / (Which school would you least like to alteria? Explain) 86.8 81.8 3. Response to text — (6) /2.10 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) /2.10 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain) 56.1 73.3 63.5 6. Response to text — (6) /2.0.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.) 87.1 87.2 Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Comprehension — (6) / 1.10. Integrate effective reading and viewing strategies. / (Whirp did the main character go on an adventure?) 87.1 88.3 13. Inferential — (6) / 1.10. Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?) 75.3 79.2 14. Inferential — (6) / 1.10. Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?) 75.3 79.2 15. Comprehension — (6) / 1.20. Explain how text structures help the audience construct meaning. / (Mat was the last event in the story?) 80.0 76.0 16. Inferential — (6) / 1.10. Integrate effective reading and viewing st		•	you could attend any school from the text. Which would you choose? Why?)		67.1	66.1
3. Response to text—(6) / 2.0 Explain thinking using personal connections / Which school in text is most environmentally frendyl?) 4. Response to text—(6) / 2.0 Explain thinking using personal connections / Which is short pose of the visual?) 5. Response to text—(6) / 2.0 Explain thinking using support from text / (Impile you moved to a school from the text. Describe how it is different from your current school.) 5. Response to text—(6) / 2.0 Explain thinking using support from text / (Impile you moved to a school from the text. Describe how it is different from your current school.) Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 1. Comprehension—(6) / 1.1.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?) 5. Inferential—(6) / 1.1.0 Integrate effective reading and viewing strategies. / (Which other describes a character's leelings?) 5. Inferential—(6) / 1.1.0 Integrate effective reading and viewing strategies. / (Which word describes a character's leelings?) 5. Comprehension—(6) / 1.0. Explain how text structures help the audience construct meaning / (What word less that seven in the story?) 5. Inferential—(6) / 1.0. Integrate effective reading and viewing strategies. / (Which word best describes how the main character fell at this point in the story?) 5. Inferential—(6) / 1.0. Integrate effective reading and viewing strategies. / (Which word best describes how the main character fell at this point in the story?) 5. Inferential—(6) / 1.0. Integrate effective reading and viewing strategies. / (Which word best describes how the main character fell at this point in the story?) 5. Inferential—(6) / 1.0. Integrate effective reading and viewing strategies. / (Which word best describes the meaning of which were the structures help the audience construct meaning / (What is the meaning of word in the text. Which character would most likely say it?) 5. Comprehension—(6) / 1.0. Dilegrate effective reading and viewing strategies. /	•					
4. Response to text—(6) /21.0 Explain thinking using personal connections /(Which is purpose of the visual?) 5. Response to text—(6) /22.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.) Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 1. Comprehension—(6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?) 2. Inferential—(6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?) 3. Inferential—(6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?) 4. Inferential—(6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?) 5. Comprehension—(6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?) 6. Inferential—(6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character feel at this point in the story?) 6. 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?) 6. Inferential—(6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 7. Comprehension—(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?) 8. Inferential—(6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 8. Inferential—(6) / 11.0 Integrate effective reading systems to construct meaning / (Phate is the meaning of a cond in the text?) 8. Inferential—(6) / 12.0 Explain hinking using support from text / (What word do you think best des						
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.) Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 1. Comprehension — (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?) 1. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?) 1. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?) 1. Inferential — (6) / 9.0 Integrate curing systems to construct meaning. / (Modesty defined. Which character was modest?) 1. Comprehension — (6) / 12.0 Explain how text structures help the audience construct meaning. / (What was the last event in the story?) 1. 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?) 1. 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?) 1. 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?) 1. Inferential — (6) / 10.0 Integrate effective reading and viewing strategies. / (What is the meaning another hypothetical statement was in the text. Which character?) 1. Inferential — (6) / 10.0 Integrate effective reading and viewing strategies. / (What is the meaning of a word in the text?) 1. Inferential — (6) / 10.0 Integrate effective reading and viewing strategies. / (What is the meaning of a word in the text?) 1. Inferential — (6) / 10.0 Explain himking using support from text / (What is the literary device? (simile) 1. Inferential — (6) / 10.0 Explain himking using	4. Response to	text – (6) / 21.0 Explain thinking using personal connections / (Whic	h school in text is most appropriate for your community? Explain)		57.3	63.5
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Comprehension — (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?) 12. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?) 13. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?) 14. Inferential — (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?) 15. Comprehension — (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?) 16. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character fell at this point in the story?) 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?) 18. Inferential — (6) / 12.0 Explain how text structures help the audience construct meaning. / (What is the meaning of a word in the text?) 18. Occuprehension — (6) / 9.0 Integrate effective reading and viewing strategies. / (Which phrase best describes the appearance of the main character?) 18. Occuprehension — (6) / 9.0 Integrate effective reading and viewing strategies. / (What is the meaning of a word in the text?) 18. Occuprehension— (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 18. Occuprehension— (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story?) 2. Comprehension— (6) / 12.0 Explain hinking using support from text / (What word do you think best describes the relationship between two characters in the story?) 3. Inferential— (6) / 22.0 Explain hinking using support from text /						1
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12 Inferential - (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?) 13 Inferential - (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?) 14 Inferential - (6) / 12.0 Explain how text structures help the audience construct meaning. / (Modesty defined. Which character was modest?) 15 Comprehension - (6) / 12.0 Explain how text structures help the audience construct meaning. / (Whith was the last event in the story?) 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?) 16 Inferential - (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes the appearance of the main character.) 16 Inferential - (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?) 16 Inferential - (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the meaning of a word in the text.?) 16 Inferential - (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the meaning of a word in the text.?) 16 Inferential - (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 17 Inferential - (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the meaning of a word in the text.?) 18 Inferential - (6) / 12.0 Explain the messages in texts / (How did the main character change throughout the story?) 18 Inferential - (6) / 22.0 Explain thinking using support from text / (What was the later of the story) 15 15 15 15 15 15 15 1	Fiction S	Selected Response: (Grade Level) / Outcome No. / (Outcome / (Item parameter)			
1.3. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?) 1.4. Inferential — (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?) 1.5. Comprehension — (6) / 12.0 Explain how text structures help the audience construct meaning. / (What was the last event in the story?) 1.5. 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?) 1. 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?) 1. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?) 1. Inferential — (6) / 11.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?) 1. Inferential — (6) / 11.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?) 1. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the meaning of a word in the text?) 1. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 1. Inferential — (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?) 1. Inferential — (6) / 22.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing)) 1. Inferential — (6) / 22.0 Explain how text structures help the audience construct meaning. / (Place the events of the story?) 1. Inferential — (6) / 22.0 Explain how text structures help the audience construct meaning. / (Place the events of the story?) 1. Inferential — (6) / 22.0 Explain how text structures help the audience construct meaning. /					87.1	88.3
1. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?) 1. Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (What was the last event in the story?) 1. 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?) 1. 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?) 1. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?) 1. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?) 1. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 1. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 1. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 1. Inferential – (6) / 12.0 Evaluate messages in texts / (How did the main character change throughout the story?) 1. Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing)) 1. Inferential – (6) / 12.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?) 1. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) 1. Inferential – (6) / 21.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 1. Inferential – (6) / 21.0 Evaluate messages in texts / (Complete					94.1	90.8
15. Comprehension — (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?) 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?) 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?) 18. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?) 19. Comprehension — (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?) 20. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 21. Inferential — (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?) 22. Comprehension — (6) / 22.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing)) 23. 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?) 24. Inferential — (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the text?) 25. Inferential — (6) / 20.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.) 25. 47. 38. 47. 39. 4					75.3	79.2
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?) 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?) 18. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?) 19. Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?) 19. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 19. Constructed Response 19. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?) 19. Congrehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing)) 19. Inferential – (6) / 22.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?) 19. Inferential – (6) / 22.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?) 19. Inferential – (6) / 22.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the text?) 19. Inferential – (6) / 22.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.) 19. Inferential – (6) / 22.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)					83.5	85.0
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?) 18. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?) 19. Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?) 20. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 21. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?) 22. Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing)) 23. 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?) 24. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) 25. Inferential – (6) / 22.0 Evaluate messages in texts / (Name one other courageous person in the story.) 26. 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.) 26. 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.)		• • • • • • • • • • • • • • • • • • • •			85.9	82.7
18. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?) 19. Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?) 20. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) Constructed Response 1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?) 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)) 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?) 4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) 5. Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.) 80.0 80.2 73.0 73.0 75.6 65.1 75.9 6.7.9 6.7.9					80.0	76.0
78.8 73.0 Comprehension — (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?) 78.8 73.0 Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 78.8 73.0 Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 78.8 73.0 Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 78.8 73.0 Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the meaning. / (Place the evice? (simile)) 78.8 73.0 Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the meaning. / (Place the evice? (simile)) 78.8 73.0 Inferential — (6) / 12.0 Evaluate messages in texts / (How did the main character than the story?) 78.8 73.0 Inferential — (6) / 21.0 Evaluate messages in texts / (How did the main character in the correct order (Sequencing)) 78.8 73.0 Inferential — (6) / 21.0 Evaluate messages in texts / (What is the literary device? (simile) 78.8 73.0 Inferential — (6) / 21.0 Evaluate messages in texts / (How did the main character in the correct order (Sequencing)) 78.9 Inferential — (6) / 22.0 Evaluate messages in texts / (What word do you think best describes the relationship between two characters in the story?) 78.8 Inferential — (6) / 22.0 Evaluate messages in texts / (Name one other courageous person in the story.) 78.9 Inferential — (6) / 22.0 Evaluate messages in texts / (Name one other courageous person in the story.) 78.9 Inferential — (6) / 22.0 Evaluate messages in texts / (Name one other courageous person in the story.) 78.9 Inferential — (6) / 22.0 Evaluate messages in texts / (Name one other courageous person in the story.) 78.0 Inferential — (6) / 22.0 Evaluate messages in texts / (Name one other courageous person in the story.) 78.0 Inferential — (6) / 22.0 Evaluate messages in texts / (Name one other		• • • • • • • • • • • • • • • • • • • •			54.1	65.7
Constructed Response 1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?) 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)) 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?) 4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) 5. Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.) 5. Inferential – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)					80.0	80.2
Constructed Response 1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?) 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)) 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?) 4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) 5. Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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	Comprehen	sion – (6) / 9.0 Integrate cueing systems to construct meani	ng. / (What is the meaning of a word in the text?)		78.8	73.0
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?) 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)) 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?) 5. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) 5. Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.) 5. Total messages in texts / (Low did the main character change throughout the story?) 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.) 5. Total messages in texts / (Low did the main character change throughout the story?) 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.) 6. Total messages in texts / (Low did the main character change throughout the story?) 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.) 6. Total messages in texts / (Low did the main character charges) 6. Total messages in texts / (Low did the messages in texts / (Low did the wents of the story?) 6. Total messages in texts / (Low did the messages in texts / (Low did the wents of the story?) 6. Total messages in texts / (Low did the wents of the story?) 6. Total messages in texts / (Low did the wents of the story?) 6. Total messages in texts / (Low did the wents of the story?) 6	20. Inferential –	(6) / 11.0 Integrate effective reading and viewing strategies.	. / (What is the literary device? (simile)		45.9	56.1
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)) 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.) 5. Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 67.9 67.9 67.9 67.9 67.9 67.9 67.9 67.9						
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?) 4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) 5. Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.) 6. Solution of the story of the	•	,				
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) 5. Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.) 5.8 67.9 67.9 67.9 67.9 67.9	•	,	3			
5. Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.) 47.3						
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						
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The street (b), 2516 2. plant annual graphs the street and other decomposition of the street and other decom	•					
		,				

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



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

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

School #: 381 J.R. Smallwo	od Middle School, Wabush	Grades: 4-7	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)		[N=44]	[N=110]	[N=2,422]
Non-Fiction Select	ed Response: (Grade Level) / Outcome N	lo. / Outcome / (Item parameter)			
1. Comprehension – (6) / 11.0	Integrate effective reading and viewing strategie	es / (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 strategie	es / (Read for content meaning (Comprehension).Basic necessity in a school)	94.1	93.9	94.6
3. Inferential – (6) / 13.0 Explain	in how text structures help the audience constru	ct meaning/ (Purpose of graphic in the heading)	94.1	90.2	94.4
4. Inferential – (6) / 11.0 Integral school)	ate effective reading and viewing strategies / (U	sing a new situation and applying to text (if a student moved to your school from another country in text - differences in	97.1	91.5	94.5
5. Inferential – (6) / 11.0 Integr	ate effective reading and viewing strategies / (F	Predicting how a new school will affect students)	88.2	84.2	86.3
6. Inferential – (6) / 9.0 Integra	te cueing systems to construct meaning / (What	is the meaning of the word?)	70.6	70.7	80.3
7. Inferential – (6) / 11.0 Integr	ate effective reading and viewing strategies / (U	sing 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 Integr	ate effective reading and viewing strategies / (L	nking 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 Integral	rate effective reading and viewing strategies / (L	Ising 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 Integr	rate effective reading and viewing strategies / (S	ynthesizing 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 Ex.	plain thinking using support from text / (Imagine you o	ould attend any school from the text. Which would you choose? Why?)	79.4	67.1	66.1
	plain thinking using personal connections / (Which sch		91.2	86.6	81.8
	aluate messages in texts / (Which school in text is mos	·	66.2	54.9	54.8
4. Response to text - (6) / 21.0 Exp	plain thinking using personal connections / (Which sch	ool in text is most appropriate for your community? Explain)	60.3	57.3	63.5
	aluate messages in texts / (Which is purpose of the vis		67.6	56.1	73.4
6. Response to text - (6) / 20.0 Exp.	lain thinking using support from text / (Imagine you mo	oved to a school from the text. Describe how it is different from your current school.)	61.8	62.2	67.3
	onse: (Grade Level) / Outcome No. / Outc				
		es. / (Why did the main character go on an adventure?)	89.5	87.1	88.3
		Vhich phrase best represents the message of the story?)	97.4	94.1	90.8
 Inferential – (6) / 11.0 Integra 	ate effective reading and viewing strategies. / (V	Vhich word describes a character's feelings?)	79.0	75.3	79.2
 Inferential – (6) / 9.0 Integrat 	e cueing systems to construct meaning. / (Mode	sty defined. Which character was modest?)	81.6	83.5	85.0
 Comprehension – (6) / 12.0 I 	Explain how text structures help the audience co	onstruct meaning / (What was the last event in the story?)	89.5	85.9	82.7
 Inferential – (6) / 11.0 Integra 	ate effective reading and viewing strategies. / (W	hich word best describes how the main character felt at this point in the story?)	81.6	80.0	76.0
 Inferential – (6) / 12.0 Explain 	n how text structures help the audience construc	ct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)	63.2	54.1	65.7
8. Inferential - (6) / 11.0 Integra	ate effective reading and viewing strategies. / (A	fter the ordeal, which phrase best describes the appearance of the main character?)	86.8	80.0	80.2
9. Comprehension - (6) / 9.0 In	tegrate 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 Integra	ate effective reading and viewing strategies. / (W	hat is the literary device? (simile)	65.8	45.9	56.1
Constructed Response					
. ,	nessages in texts / (How did the main character chang		72.4	63.5	57.9
	•	raning. / (Place the events of the story in the correct order (Sequencing))	52.6	44.7	56.7
		k best describes the relationship between two characters in the story?)	63.2	57.6	62.6
	nessages in texts / (Name one other courageous pers		50.0 68.4	54.1	56.8 67.9
		naracter appropriate dialoque between two characters in the text?) a time when you had an experience similiar to the main character.)	52.6	60.0 45.9	67.9 47.3
			73.7	63.5	71.0
7. IIIIereriiiai – (0) / 20.0 Expiain thi	nking using support from text. / (Main character descr	ibes his efforts as "No big deal." Do you agree or disagree?)	/ 3./	03.5	/1.0

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



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

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

orados. No	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)	School data		
1. Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Unique feature of a school)	with 5 or fewer	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)	students	94.2	94.6
3. Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	withheld for	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)	reasons of confidentiality.	92.4	94.5
5. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	confidentiality.	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
. 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
3. 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
0. 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
		45.3	40.7
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)			
1. Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		85.3	88.3
2. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		85.3	90.8
3. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		79.0	79.2
4. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		83.8	85.0
5. 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
5. 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	1
7. 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?)			76.0
3. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)		64.4 78.4	65.7
			80.2
		71.0	73.0
2. 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.) 5. Inferential — (6) / 22.0 Evaluate messages in texts / (Complete expects expected expected experience of the story.)		53.4 66.0	56.8 67.9
5.Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.)		66.0 47.8	47.3
			1
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.



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

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

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
 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 school) 	r country in text - differences in 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 is		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 so		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 give		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).		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 was in the text.)	vould 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.) F. Inferential – (6) / 23.0 Final vata messages in texts / (Complete speech helican using pharmater appropriate dialogue between two pharmaters in the texts?)	100.0 66.7	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?) 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.)	33.3	66.0 47.8	67.9 47.3
		1	
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

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

9/29/2015



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

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

		School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=2]	[N=379]	[N=2,422]
Non-Fictio	n Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	School data		
 Comprehens 	ion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)	with 5 or fewer	74.0	79.0
2. Comprehens	ion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Basic necessity in a school)	students	94.2	94.6
3. Inferential -	(6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	withheld for	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	reasons of	92.4	94.5
school)		confidentiality.		
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 Res				
•	xt – (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
•	xt – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		81.6 53.9	81.8 54.8
•	xt – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?) xt – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)			63.5
•	xt = (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		63.6 73.1	73.4
	xt - (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 Se	elected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	ion – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		85.3	88.3
	6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		85.3	90.8
	6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)			1
	6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		79.0 83.8	79.2 85.0
	on – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)			1
•	6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)		83.2	82.7
	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?)		70.7	76.0
	6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)		64.4	65.7
	on – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)		78.4	80.2
•			71.0	73.0
0. Interential — (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)		54.8	56.1
Constructed Resp			04.0	57.0
, ,	/22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		61.2 52.5	57.9 56.7
,	- (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 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?)		52.5 60.0	62.6
	20.0 Explain trinking using support from text / (what word do you trink best describes the relationship between two characters in the story?) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		53.4	56.8
, ,	22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)		66.0	67.9
5 (O)	t – (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
6. Response to tex				

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



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

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

School #: 039	Mary Simms All-Grade, Main Brook Grades: 1-12	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=1]	[N=379]	[N=2,422
Non-Fictio	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	School data		
 Comprehens 	nsion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Unique feature of a school)	with 5 or fewer	74.0	79.0
2. Comprehens	nsion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)	students	94.2	94.6
Inferential -	- (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	withheld for	94.4	94.4
. 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 anoth	ner country in text - differences in reasons of	92.4	94.5
school)		confidentiality.	02	""
. Inferential –	- (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)		82.5	86.3
. Inferential –	- (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)		77.2	80.3
. 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	l in the text should you attend)	86.0	86.9
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
. 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 g	iven this hypothetical assignment)	82.8	83.1
. Inferential –	- (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organiz	zation in the text)	45.3	48.7
Constructed Res	Spanns			
	ext – (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
•	ext – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		81.6	81.8
3. Response to te	ext – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		53.9	54.8
•	ext – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.6	63.5
	ext – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?) ext - (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.)		73.1 68.1	73.4 67.3
	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Comprehens 	sion – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		85.3	88.3
	(6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		85.3	90.8
,	(6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		79.0	79.2
	(6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		83.8	85.0
 Comprehens 	sion – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)		83.2	82.7
	(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
. Inferential – ((6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character	r would most likely say it?)	64.4	65.7
	(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
. Comprehens	sion – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)		71.0	73.0
. Inferential – ((6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)		54.8	56.1
Constructed Resp	ponse			
) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		61.2	57.9
	n – (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
. ,)/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
)/21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		53.4	56.8
)/22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)		66.0	67.9
•	ext – (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
. ınterential – (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.



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

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

School #: 040	St. Mary's AG, Mary's Harbour Grades: K-12	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=3]	[N=379]	[N=2,422]
Non-Fiction	n Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	School data		
1. Comprehens	sion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)	with 5 or fewer	74.0	79.0
Comprehens	sion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)	students	94.2	94.6
3. Inferential –	(6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	withheld for	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 - di		92.4	94.5
school)		confidentiality.		
Inferential –	(6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	,	82.5	86.3
	(6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)		77.2	80.3
	(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 yo	ou attend)	86.0	86.9
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
	(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	l 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 Resp	ponse ext – (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
•	ext – (6) / 20.0 Explain trilinking using support from text / (irriagine you could attend any school from the text. Which would you choose? Why?) ext – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		81.6	81.8
•	ext – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		53.9	54.8
,	ext – (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 te	ext – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.1	73.4
6. Response to te	ext - (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 Se	elected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Comprehensi	ion – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		85.3	88.3
	(6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		85.3	90.8
3. Inferential – ((6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		79.0	79.2
4. Inferential – ((6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		83.8	85.0
	ion – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)		83.2	82.7
6. 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
7. 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 sa	ay it?)	64.4	65.7
8. 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
	ion – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)		71.0	73.0
	(6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)		54.8	56.1
Constructed Resp	oonse			
	/ 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		61.2	57.9
•	- (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
, ,	/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
	/21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		53.4	56.8
, ,	/22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)		66.0	67.9
•	xt – (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. Interential – (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.

9/29/2015



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

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

School #: 050	Basque Memorial, Red Bay	Grades: 1-2,4,7-8,10-12	School	Region	Province
Item	Cognitive Level - Outcon	ne (item parameter)	[N=1]	[N=379]	[N=2,422]
Non-Fiction	on Selected Response: (Grade	Level) / Outcome No. / Outcome / (Item parameter)	School data		
1. Compreher	nsion – (6) / 11.0 Integrate effective readir	g and viewing strategies / (Read for content meaning (Comprehension). Unique feature of a school)	with 5 or fewer	74.0	79.0
Compreher	nsion – (6) / 11.0 Integrate effective readin	g and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)	students	94.2	94.6
 Inferential - 	- (6) / 13.0 Explain how text structures hel	p the audience construct meaning/ (Purpose of graphic in the heading)	withheld for	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	reasons of	92.4	94.5
school)			confidentiality.		
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 con	struct 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
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
		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 Re	=	from tout / //maging you could attend any polical from the tout. Which would you phocos? W/b:/2)		69.3	66.1
•		from text / (Imagine you could attend any school from the text. Which would you choose? Why?) connections / (Which school would you least like to attend? Explain)		81.6	81.8
•		Vhich school in text is most environmentally friendly?)		53.9	54.8
•	,	connections / (Which school in text is most appropriate for your community? Explain)		63.6	63.5
•	text – (6) / 22.0 Evaluate messages in texts / (V			73.1	73.4
•	. ,	om text / (Imagine you moved to a school from the text. Describe how it is different from your current school.)		68.1	67.3
Fiction S	Selected Response: (Grade Level)/	Outcome No. / Outcome / (Item parameter)			
	• • • • • • • • • • • • • • • • • • • •	g and viewing strategies. / (Why did the main character go on an adventure?)		85.3	88.3
		viewing strategies. / (Which phrase best represents the message of the story?)		85.3	90.8
		viewing strategies. / (Which word describes a character's feelings?)		79.0	79.2
		struct meaning. / (Modesty defined. Which character was modest?)		83.8	85.0
		es help the audience construct meaning / (What was the last event in the story?)		83.2	82.7
	• •	viewing strategies. / (Which word best describes how the main character felt at this point in the story?)		70.7	76.0
		the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)		64.4	65.7
		viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)		78.4	80.2
		o construct meaning. / (What is the meaning of a word in the text?)		71.0	73.0
		viewing strategies. / (What is the literary device? (simile)		54.8	56.1
Constructed Res	sponse				
	•	the main character change throughout the story?)		61.2	57.9
•	,	he audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		52.5	56.7
•		tt / (What word do you think best describes the relationship between two characters in the story?)		60.0	62.6
•	i)/21.0 Evaluate messages in texts/(Name or			53.4	56.8
•	, , ,	e speech balloon using character appropriate dialoque between two characters in the text?)		66.0	67.9
•		connections / (Tell about a time when you had an experience similiar to the main character.)		47.8	47.3
7. Inferential – (6	f) / 20.0 Explain thinking using support from tex	tt. / (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.



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

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

School #: 057	St. Peter's Academy, Benoit's Cove Grades: K-		School	Region	Province
Item	Cognitive Level - Outcome (item parameter)		[N=9]	[N=379]	[N=2,422]
Non-Fiction	n Selected Response: (Grade Level) / Outcome No. / Outcome / (Item paramet	er)			
1. Comprehens	sion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (C	omprehension).Unique feature of a school)	62.5	74.0	79.0
	sion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (C		87.5	94.2	94.6
	(6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic i		75.0	94.4	94.4
 Inferential – school) 	(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	87.5	92.4	94.5
,	(6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will a	fect students)	87.5	82.5	86.3
	(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
	(6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and		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 o	rganization in their own lives is similiar to the organization in the text)	50.0	45.3	48.7
Constructed Response to te	ponse xt – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. V	Which would you choose? Why?)	87.5	69.3	66.1
•	xt – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Exp		100.0	81.6	81.8
	xt – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	,	62.5	53.9	54.8
•	xt – (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
	xt – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		75.0	73.1	73.4
6. Response to te	xt - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describ	e how it is different from your current school.)	81.3	68.1	67.3
Fiction Se	elected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
	ion $$ – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character $_{ m c}$		87.5	85.3	88.3
	(6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the		87.5	85.3	90.8
	6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character		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. Comprehensi	ion – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the	ast event in the story?)	50.0	83.2	82.7
	6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the		12.5	70.7	76.0
17. Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hy	oothetical statement was in the text. Which character would most likely say it?)	75.0	64.4	65.7
	6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best		87.5	78.4	80.2
19. Comprehensi	ion – (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 Resp					
٠,	/22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		71.4	61.2	57.9
,	- (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story	() 0//	57.1	52.5	56.7
	/20.0 Explain thinking using support from text / (What word do you think best describes the relationship betw	een two cnaracters in the story?)	85.7	60.0	62.6
	/ 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque betweer	two characters in the text?)	85.7 71.4	53.4 66.0	56.8 67.9
	t – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience s		71.4	47.8	47.3
•	/20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do yo	•	100.0	69.3	71.0
7. IIII GIGIIII (0) /	20.0 Explain thinking using support from text. / [wain trialacter teschibes his efforts as 140 big teal. Do yt	a agree or aloagree:	100.0] 09.3	'1.0

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



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

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

School #: 060 Ecole C.C. Loughlin Elementary, Corner Brook Grades: K-6	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=37]	[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)	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 trinking 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)			
1. 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
2. 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
3. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	80.0	79.0	79.2
4. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	85.7	83.8	85.0
5. 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
6. 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
7. 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
8. 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
9. 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 similiar 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.

9/29/2015



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

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

School #: 065	Humber Elementary, Corner Brook Grades: K-6		School	Region	Province
Item	Cognitive Level - Outcome (item parameter)		[N=24]	[N=379]	[N=2,422]
Non-Fictio	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
 Comprehens 	nsion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique fo	eature of a school)	66.7	74.0	79.0
2. Comprehens	nsion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic nec	cessity in a school)	95.8	94.2	94.6
 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 – school)	- (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student move	ed to your school from another country in text - differences in	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 spe	cial 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 situ	ation 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	ne text would you attend if given this hypothetical assignment)	87.5	82.8	83.1
	- (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own l		54.2	45.3	48.7
Constructed Res	esponse text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? W	(h) (2)	79.2	69.3	66.1
•	text – (6) / 20.0 Explain thinking using support nom text / (imagine you could attend any school nom the text. Which would you choose? We text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	11y:)	87.5	81.6	81.8
	text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		56.3	53.9	54.8
	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
	text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		91.7	73.1	73.4
6. Response to te	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 you	ır current school.)	70.8	68.1	67.3
Fiction Se	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11. Comprehens	sion – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		91.7	85.3	88.3
2. 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
3. Inferential – ((6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		79.2	79.0	79.2
4. Inferential – ((6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		91.7	83.8	85.0
5. Comprehens	sion – (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
6. Inferential – ((6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at th	is point in the story?)	70.8	70.7	76.0
	(6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was		54.2	64.4	65.7
	(6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance		91.7	78.4	80.2
	sion – (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
•	· (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)		79.2	54.8	56.1
Constructed Resp	sponse				
) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		66.7	61.2	57.9
2.Comprehension	n – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Seque	ncing))	58.3	52.5	56.7
٠,	s)/20.0 Explain thinking using support from text/(What word do you think best describes the relationship between two characters in the s	fory?)	75.0	60.0	62.6
	s)/21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		37.5	53.4	56.8
	(Complete speech balloon using character appropriate dialoque between two characters in the text?)		75.0	66.0	67.9
•	ext – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar 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.

9/29/2015



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

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

School #: 066	J.J. Curling Elementary, Corner Brook Grades: K-6	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=28]	[N=379]	[N=2,422]
Non-Fictio	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehens	nsion – (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. Comprehens	nsion – (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
	- (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	95.7	94.4	94.4
 Inferential – school) 	- (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 te	ext - differences in 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) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)	91.3	77.2	80.3
	- (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 sho		86.0	86.9
	(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
	- (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 hypotl		82.8	83.1
	- (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 tex		45.3	48.7
Constructed Res	esponse 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
•	text – (6) / 21.0 Explain thinking using support from text / (imagine you could attend any scribor from the text. Which would you choose: Why?) text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	78.3	81.6	81.8
•	text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	52.2	53.9	54.8
•	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
•	text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	73.9	73.1	73.4
6. Response to te	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 Se	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Comprehens	nsion – (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. Comprehens	nsion – (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
	- (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most lik		64.4	65.7
	- (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
	nsion – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)	72.7	71.0	73.0
•	- (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)	45.5	54.8	56.1
Constructed Resp	sponse			
1. Inferential – (6)	.)/22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	61.4	61.2	57.9
•	n – (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
	5)/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
	5)/21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	59.1	53.4	56.8
	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
•	ext – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	54.5	47.8	47.3
7. Inferential – (6)	5)/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 Natuash



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

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

School #: 069	Sacred Heart Elementary, Corner Brook Grades: K-6	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=14]	[N=379]	[N=2,422]
Non-Fictio	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Comprehens 	nsion – (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. Comprehens	nsion – (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
 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
 Inferential – school) 	- (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 - differenc	es in 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 atter	nd) 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 assigr	nment) 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 Res	esponse 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
•	text – (6) / 21.0 Explain thinking using support from text / (magine you could attend any school from the text. Which would you choose? Why?) text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	83.3	81.6	81.8
•	text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	66.7	53.9	54.8
•	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
•	text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	83.3	73.1	73.4
6. Response to te	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 S	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Comprehens	sion – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)	100.0	85.3	88.3
	· (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)	83.3	85.3	90.8
	(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. Comprehens	sion – (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
•	· (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
	(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
,	· (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
	sion – (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
•	· (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)	66.7	54.8	56.1
Constructed Resp	sponse			
) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	45.8	61.2	57.9
2.Comprehension	n – (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
, ,	s) / 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
, ,	s)/21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	41.7	53.4	56.8
	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
•	ext – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	66.7	47.8	47.3
7. Inferential – (6)	s)/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.

9/29/2015

21



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

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

School #: 070	St. Gerard's Elementary, Corner Brook Grades: k	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 param	eter)			
1. Comprehens	ion – (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
	ion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (100.0	94.2	94.6
	6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic		90.0	94.4	94.4
4. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying	ng to text (if a student moved to your school from another country in text - differences in	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) / 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 applyir	ng to text(if you wanted special assistance, what school in the text should you attend)	100.0	86.0	86.9
	6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation a		60.0	69.6	72.4
9. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applyi	ng 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 Resp	oonse kt – (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
•	t – (6) / 21.0 Explain triming using personal connections / (Which school would you least like to attend? E		80.0	81.6	81.8
	t – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	******	60.0	53.9	54.8
4. Response to tex	(t-(6)/21.0 Explain thinking using personal connections / (Which school in text is most appropriate for you	ur community? Explain)	55.0	63.6	63.5
	ct – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		60.0	73.1	73.4
6. Response to tex	tt - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Desc	ribe how it is different from your current school.)	80.0	68.1	67.3
Fiction Se	lected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
	on $-$ (6) $/$ 11.0 Integrate effective reading and viewing strategies. $/$ (Why did the main characte		77.8	85.3	88.3
	6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents th		88.9	85.3	90.8
13. Inferential – (6	6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a characte	er's feelings?)	88.9	79.0	79.2
14. Inferential – (6	6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character wa	as modest?)	100.0	83.8	85.0
Comprehension	on – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was th	e last event in the story?)	77.8	83.2	82.7
	6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how t		66.7	70.7	76.0
17. Inferential – (6	6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another h	ypothetical statement was in the text. Which character would most likely say it?)	88.9	64.4	65.7
18. Inferential – (6	6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase be	st describes the appearance of the main character?)	88.9	78.4	80.2
19. Comprehensi	on – (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	6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simil	e)	55.6	54.8	56.1
Constructed Respo					
• • •	22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		100.0	61.2	57.9
,	- (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the sto	, , , , , , , , , , , , , , , , , , , ,	66.7	52.5	56.7
	20.0 Explain thinking using support from text / (What word do you think best describes the relationship be	tween two characters in the story?)	83.3	60.0	62.6
	21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	on two characters in the tay(2)	77.8 77.8	53.4 66.0	56.8 67.9
	22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque betwe t – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience		66.7	47.8	47.3
•	(20.0 Explain thinking using personal conflections / (Fell about a time when you had an expenence)	,	100.0	69.3	71.0
7. mieremiai – (6) /	20.0 Explain uninking using support from text. / (Main character describes his efforts as 100 big deal." Do	you agree or uisagreer)	100.0	09.3	/1.0

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.

and provincial results. 9/29/2015

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22



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

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

School #: 072 Holy Cross All Grade School, Daniel's Harbour Grades: K-2,4-11	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=2]	[N=379]	[N=2,422]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	 School data		
1. Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Unique feature of a school)	with 5 or fewer	74.0	79.0
Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Basic necessity in a school)	students	94.2	94.6
3. Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	withheld for	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 - difference		92.4	94.5
school)	confidentiality.		
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	d)	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 assignr	ment)	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)			
1. Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		85.3	88.3
2. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		85.3	90.8
3. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		79.0	79.2
4. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		83.8	85.0
5. 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
6. 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
7. 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
8. 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
9. Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)		71.0	73.0
D. 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.) 5. Inferential – (6) / 20.0 Evaluate messages in texts / (Courselets and the House view of personal and the texts)		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?) 6. Possegos to text – (6) / 21.0. 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 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.



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

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

Glados. IX 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)			
1. Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Unique feature of a school)	with 5 or fewer	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)	students	94.2	94.6
3. Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	withheld for	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)	reasons of confidentiality.	92.4	94.5
5. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	connactuality.	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
0. 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?) 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.)		73.1 68.1	73.4 67.3
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		85.3	88.3
2. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		85.3	90.8
3. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		79.0	79.2
4. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		83.8	85.0
5. 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
6. 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
7. 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
8. 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
9. Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)		71.0	73.0
0. 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.

9/29/2015



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

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

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]
Non-Fictio	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	School data		
1. Comprehen	nsion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Unique feature of a school)	with 5 or fewer	74.0	79.0
Comprehen	nsion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)	students	94.2	94.6
3. Inferential –	– (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	withheld for	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 tex	ct - differences in reasons of	92.4	94.5
school)		confidentiality.		
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 shou	ıld you attend)	86.0	86.9
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
	- (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 hypothe		82.8	83.1
0. 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 Res			69.3	66.1
•	text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?) text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		81.6	81.8
	text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		53.9	54.8
•	text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.6	63.5
•	text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.1	73.4
	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 S	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehens	nsion – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		85.3	88.3
2. Inferential –	- (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		85.3	90.8
	- (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		79.0	79.2
4. Inferential –	- (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		83.8	85.0
5. Comprehens	sion – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)		83.2	82.7
6. 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
	- (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most like	ely say it?)	64.4	65.7
	- (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
	nsion – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)		71.0	73.0
•	- (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)		54.8	56.1
Constructed Res	sponse			
	5) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		61.2	57.9
2.Comprehension	n – (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
	s)/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
	5)/21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		53.4	56.8
	5) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)		66.0	67.9
•	ext – (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. Interential – (6)	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.

9/29/2015



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

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

School #: 080 Templeton Academy, Meadows	Grades: K-12	School	Region	Province
Item Cognitive Level - Outcome (item	n parameter)	[N=8]	[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)	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 a	udience construct meaning/ (Purpose of graphic in the heading)	100.0	94.4	94.4
 Inferential – (6) / 11.0 Integrate effective reading and viewing school) 	g strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in	85.7	92.4	94.5
5. Inferential – (6) / 11.0 Integrate effective reading and viewing	g 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 r	neaning / (What is the meaning of the word?)	57.1	77.2	80.3
7. Inferential – (6) / 11.0 Integrate effective reading and viewing	g 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
 Inferential – (6) / 11.0 Integrate effective reading and viewing 	g 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	g 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	g 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	t / (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 support from ex		100.0	81.6	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which so		50.0	53.9	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connec	ions / (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		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) / Outco	me No. / Outcome / (Item parameter)			
	riewing strategies. / (Why did the main character go on an adventure?)	75.0	85.3	88.3
	strategies. / (Which phrase best represents the message of the story?)	100.0	85.3	90.8
	strategies. / (Which word describes a character's feelings?)	75.0	79.0	79.2
 Inferential – (6) / 9.0 Integrate cueing systems to construct m 	eaning. / (Modesty defined. Which character was modest?)	87.5	83.8	85.0
5. 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
6. 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
7. Inferential – (6) / 12.0 Explain how text structures help the au	idience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)	37.5	64.4	65.7
	strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)	50.0	78.4	80.2
9. Comprehension – (6) / 9.0 Integrate cueing systems to const	ruct meaning. / (What is the meaning of a word in the text?)	62.5	71.0	73.0
0. 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		62.5	61.2	57.9
, , , , , , , , , , , , , , , , , , , ,	ence construct meaning. / (Place the events of the story in the correct order (Sequencing))	37.5	52.5	56.7
	t 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		50.0 62.5	53.4 66.0	56.8 67.9
	h balloon using character appropriate dialoque between two characters in the text?) ions / (Tell about a time when you had an experience similiar to the main character.)	12.5	47.8	47.3
			1	1
7. Interential – (0) / 20.0 Explain thinking using support from text. / (Mai	n 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.

9/29/2015



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

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

School #: 082	Pasadena Elementary School, Pasadena Grades: K-6	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=13]	[N=379]	[N=2,422]
Non-Fiction	n Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehens	sion – (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. Comprehens	sion – (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
	(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 – (school)	(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 - different formula of the country of the country in text - different formula of the country of the coun	ences in 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 a	ttend) 92.3	86.0	86.9
	(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
	(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 as	signment) 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 Resp	sponse ext – (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
•	ext – (6) / 21.0 Explain thinking using support norm text / (magnie you could attend any school norm the text. Which would you choose: Why:)	84.6	81.6	81.8
	ext – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	57.7	53.9	54.8
	ext – (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
	ext – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	76.9	73.1	73.4
6. Response to tex	ext - (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 Se	elected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehensi	ion – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)	90.9	85.3	88.3
 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
3. Inferential – ((6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	90.9	79.0	79.2
4. Inferential – ((6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	100.0	83.8	85.0
Comprehensi	ion – (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
6. 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
7. 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
8. 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
	ion – (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
•	(6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)	81.8	54.8	56.1
Constructed Resp	ponse			
1. Inferential – (6)	/22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	59.1	61.2	57.9
•	- (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
• • •	/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
	/21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	54.5	53.4	56.8
	/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
•	xt – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	90.9	47.8	47.3
7. Interential – (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.

9/29/2015



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

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

School #: 086	Gros Morne Academy, Rocky Harbour	Grades: K-12	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)		[N=2]	[N=379]	[N=2,422]
Non-Ficti	ion Selected Response: (Grade Level) / Outcome No. / C	Outcome / (Item parameter)	School data		
 Comprehe 	ension – (6) / 11.0 Integrate effective reading and viewing strategies / (R	ead for content meaning (Comprehension). Unique feature of a school)	with 5 or fewer	74.0	79.0
	ension – (6) / 11.0 Integrate effective reading and viewing strategies / (R		students	94.2	94.6
	- (6) / 13.0 Explain how text structures help the audience construct med		withheld for	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	reasons of	92.4	94.5
school)			confidentiality.	02	""
5. Inferential	- (6) / 11.0 Integrate effective reading and viewing strategies / (Predict	ing how a new school will affect students)	com acmain,	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
		n 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 / (Synthes	izing information (how an organization in their own lives is similiar to the organization in the text)		45.3	48.7
Constructed Re	·	land any sales of from the text Which would you shade 2 (Why 2)		60.2	66.4
•	text - (6) / 20.0 Explain thinking using support from $text / (Imagine you could at text - (6) / 21.0$ Explain thinking using personal connections / (Which school wo			69.3 81.6	66.1 81.8
	text – (6) / 21.0 Explain triiriking using personal connections / (which school wo text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most envir			53.9	54.8
,	text – (6) / 21.0 Explain thinking using personal connections / (Which school in t			63.6	63.5
•	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 S	Selected Response: (Grade Level) / Outcome No. / Outcome	(Item parameter)			
	nsion – (6) / 11.0 Integrate effective reading and viewing strategies. / (V			85.3	88.3
	- (6) / 11.0 Integrate effective reading and viewing strategies. / (Which			85.3	90.8
	- (6) / 11.0 Integrate effective reading and viewing strategies. / (Which			79.0	79.2
	(Modesty de – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty de			83.8	85.0
	nsion – (6) / 12.0 Explain how text structures help the audience construc			83.2	82.7
•	·	vord best describes how the main character felt at this point in the story?)		70.7	76.0
		ning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)		64.4	65.7
	• • • • • • • • • • • • • • • • • • • •	e ordeal, which phrase best describes the appearance of the main character?)		78.4	80.2
	nsion – (6) / 9.0 Integrate cueing systems to construct meaning. / (What			71.0	73.0
	- (6) / 11.0 Integrate effective reading and viewing strategies. / (What is			54.8	56.1
Constructed Res	esponse				
	6) / 22.0 Evaluate messages in texts / (How did the main character change thro	ghout the story?)		61.2	57.9
2.Comprehensio	on – (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
	6) / 20.0 Explain thinking using support from text / (What word do you think best			60.0	62.6
	6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the			53.4	56.8
	6) / 22.0 Evaluate messages in texts / (Complete speech balloon using characte			66.0	67.9
•	text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time			47.8	47.3
7. Interential – (6	6) / 20.0 Explain thinking using support from text. / (Main character describes his	s 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. Mushua

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

9/29/2015



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

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

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-Fictio	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	School data		
1. Comprehen	nsion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Unique feature of a school)	with 5 or fewer	74.0	79.0
2. Comprehen	nsion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)	students	94.2	94.6
3. Inferential –	– (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	withheld for	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 - dif		92.4	94.5
school)		confidentiality.		
. Inferential –	– (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	,	82.5	86.3
i. 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 yo	ou attend)	86.0	86.9
3. 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
	- (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	l assignment)	82.8	83.1
o. 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 Res			69.3	66.1
•	text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?) text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		69.3 81.6	81.8
	text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		53.9	54.8
•	text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.6	63.5
•	text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.1	73.4
	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 S	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	sion – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		85.3	88.3
	- (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		85.3	90.8
	· (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		79.0	79.2
	- (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		83.8	85.0
	sion – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)		83.2	82.7
s. 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
	(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	v it?)	64.4	65.7
	(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
	sion – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)		71.0	73.0
•	- (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)		54.8	56.1
Constructed Res	sponse			
	s) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		61.2	57.9
٠,	n – (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
٠,	s)/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
	s) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		53.4	56.8
	6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)		66.0	67.9
•	ext – (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)	s) / 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.

9/29/2015



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

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

School #: 089	Jakeman All Grade, Trout River Grades: K-12	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=1]	[N=379]	[N=2,422]
Non-Fictio	ion Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	School data		
1. Comprehen	nsion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)	with 5 or fewer	74.0	79.0
 Comprehen 	nsion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Basic necessity in a school)	students	94.2	94.6
3. Inferential –	– (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	withheld for	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 - diffe	erences in reasons of	92.4	94.5
school)		confidentiality.		
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
3. 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 a	ssignment)	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 Res			60.0	00.4
•	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
	text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain) text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		81.6 53.9	81.8 54.8
•	text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.6	63.5
•	text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.1	73.4
	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 S	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	nsion – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		85.3	88.3
	- (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		85.3	90.8
	- (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		79.0	79.2
	- (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		83.8	85.0
	nsion – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)		83.2	82.7
•	- (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
	- (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
	- (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
	nsion – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)		71.0	73.0
	- (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)		54.8	56.1
Constructed Res	sponse			
	5) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		61.2	57.9
٠,	on – (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)	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
	6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		53.4	56.8
	6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)		66.0	67.9
•	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
	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.



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

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

School #: 091	Burgeo Academy, Burgeo	Grades: K-12	School	Region	Province
Item	Cognitive Leve	el - Outcome (item parameter)	[N=1]	[N=379]	[N=2,422]
Non-Ficti	ion Selected Response	: (Grade Level) / Outcome No. / Outcome / (Item parameter)	School data		
1. Comprehe	ension – (6) / 11.0 Integrate effec	tive reading and viewing strategies / (Read for content meaning (Comprehension). Unique feature of a school)	with 5 or fewer	74.0	79.0
2. Comprehe	ension – (6) / 11.0 Integrate effec	tive reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)	students	94.2	94.6
3. Inferential	- (6) / 13.0 Explain how text stru	ctures help the audience construct meaning/ (Purpose of graphic in the heading)	withheld for	94.4	94.4
4. Inferential	- (6) / 11.0 Integrate effective re-	ading 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	reasons of	92.4	94.5
school)			confidentiality.		
	` '	ading and viewing strategies / (Predicting how a new school will affect students)	•	82.5	86.3
		ms to construct meaning / (What is the meaning of the word?)		77.2	80.3
		ading 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
	. ,	ading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))		69.6	72.4
		ading 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 re-	ading 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 Re	•	ng support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		69.3	66.1
•		g personal connections / (Which school would you least like to attend? Explain)		81.6	81.8
•	. ,	in texts / (Which school in text is most environmentally friendly?)		53.9	54.8
4. Response to	text – (6) / 21.0 Explain thinking usin	g personal connections / (Which school in text is most appropriate for your community? Explain)		63.6	63.5
•	. ,	in texts / (Which is purpose of the visual?)		73.1	73.4
6. Response to	text - (6) / 20.0 Explain thinking using	g 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
		Level) / Outcome No. / Outcome / (Item parameter)			
		tive reading and viewing strategies. / (Why did the main character go on an adventure?)		85.3	88.3
		ding and viewing strategies. / (Which phrase best represents the message of the story?)		85.3	90.8
		ding and viewing strategies. / (Which word describes a character's feelings?)		79.0	79.2
		ns to construct meaning. / (Modesty defined. Which character was modest?)		83.8	85.0
•	• • •	t structures help the audience construct meaning / (What was the last event in the story?)		83.2	82.7
		ding and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)		70.7	76.0
	• •	ctures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)		64.4	65.7
		ding and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)		78.4	80.2
Compreher	nsion – (6) / 9.0 Integrate cueing	systems to construct meaning. / (What is the meaning of a word in the text?)		71.0	73.0
0. Inferential -	– (6) / 11.0 Integrate effective rea	ding and viewing strategies. / (What is the literary device? (simile)		54.8	56.1
Constructed Re	•				
•	,	/ (How did the main character change throughout the story?)		61.2	57.9
,	. ,	tures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		52.5	56.7
		ort from text / (What word do you think best describes the relationship between two characters in the story?) / (Name one other courageous person in the story.)		60.0 53.4	62.6 56.8
•	,	/ (Complete speech balloon using character appropriate dialogue between two characters in the text?)		53. 4 66.0	67.9
•	,	g personal connections / (Tell about a time when you had an experience similiar to the main character.)		47.8	47.3
•	, ,	ort from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)		69.3	71.0
	,	,		2	1

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



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

School #: 092 Grandy's River Collegiate, Burnt Islands 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)	School data		
1. Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Unique feature of a school)	with 5 or fewer	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)	students	94.2	94.6
3. Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	withheld for	94.4	94.4
 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 te school) 		92.4	94.5
5. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	connactually.	82.5	86.3
s. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)		77.2	80.3
T. 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 sho	ould you attend)	86.0	86.9
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
2. 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 hypoth	hetical assignment)	82.8	83.1
0. 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 support from text / (Imagine you could attend any scribb from the text. Which would you choose? Why?)		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)			
1. Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		85.3	88.3
2. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		85.3	90.8
3. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		79.0	79.2
4. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		83.8	85.0
5. 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
s. 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
7. 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 like	kely say it?)	64.4	65.7
3. 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
D. Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)		71.0	73.0
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 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.

9/29/2015



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

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

School #: 097 St. James' Elementary, Channel-Port Aux Basques Grades: K-6	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=26]	[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)	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
 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.) 5. Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	52.2 69.6	53.4 66.0	56.8 67.9
5. Interential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?) 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.)	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
1. Interential – (0) / 20.0 Explain uninking using support norn text. / (wain character describes his enorts as 100 big deal. Do you agree or disagree?)	09.6	09.3	/ 1.0

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



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

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

School #: 103	LeGallais Memorial, Isle aux Morts	Grades: K-9	School	Region	Province
Item	Cognitive Level - Outcome (item paramete.)	[N=6]	[N=379]	[N=2,422]
Non-Fiction	ion Selected Response: (Grade Level) / Outcom	ne No. / Outcome / (Item parameter)			
 Compreher 	nsion – (6) / 11.0 Integrate effective reading and viewing stra	tegies / (Read for content meaning (Comprehension). Unique feature of a school)	83.3	74.0	79.0
	()	tegies / (Read for content meaning (Comprehension).Basic necessity in a school)	100.0	94.2	94.6
	– (6) / 13.0 Explain how text structures help the audience co		100.0	94.4	94.4
 Inferential - school) 	- (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	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) / 9.0 Integrate cueing systems to construct meaning / (V		100.0	77.2	80.3
		/ (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
		/ (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
		/ (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)	16.7	45.3	48.7
Constructed Re	•	rou could attend any school from the text. Which would you choose? Why?)	66.7	69.3	66.1
•	text – $(6)/21.0$ Explain thinking using support non-text/(inagine)		66.7	81.6	81.8
•	text – (6) / 22.0 Evaluate messages in texts / (Which school in text is		58.3	53.9	54.8
4. Response to	text - (6) / 21.0 Explain thinking using personal connections / (Which	n school in text is most appropriate for your community? Explain)	83.3	63.6	63.5
	text - (6) / 22.0 Evaluate messages in texts / (Which is purpose of the		16.7	73.1	73.4
6. Response to t	text - (6) / 20.0 Explain thinking using support from text / (Imagine yo	ou moved to a school from the text. Describe how it is different from your current school.)	83.3	68.1	67.3
	Selected Response: (Grade Level) / Outcome No. / C				
	nsion – (6) / 11.0 Integrate effective reading and viewing stra		83.3	85.3	88.3
		/ (Which phrase best represents the message of the story?)	83.3	85.3	90.8
	 (6) / 11.0 Integrate effective reading and viewing strategies. 		50.0	79.0	79.2
	- (6) / 9.0 Integrate cueing systems to construct meaning. / (N		83.3	83.8	85.0
		ce 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
		struct 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. Comprehen	nsion – (6) / 9.0 Integrate cueing systems to construct meanii	ng. / (What is the meaning of a word in the text?)	33.3	71.0	73.0
20. Inferential –	- (6) / 11.0 Integrate effective reading and viewing strategies.	/ (What is the literary device? (simile)	33.3	54.8	56.1
Constructed Res	•				
٠, .	6) / 22.0 Evaluate messages in texts / (How did the main character of		75.0	61.2	57.9
•	1	ct meaning. / (Place the events of the story in the correct order (Sequencing))	83.3	52.5	56.7
• •	5) / 20.0 Explain thinking using support from text / (What word do yo 6) / 21.0 Evaluate messages in texts / (Name one other courageous	u think best describes the relationship between two characters in the story?)	75.0 50.0	60.0	62.6 56.8
•	,	person in the story.) ng character appropriate dialogue between two characters in the text?)	100.0	53.4 66.0	56.8 67.9
		bout a time when you had an experience similiar to the main character.)	66.7	47.8	47.3
•	6) / 20.0 Explain thinking using support from text. / (Main character of		100.0	69.3	71.0
moroman (o	-, , 2000 -, plant difficulty doing dapport from toxic, (Main orlander C	account of the account and account account and account account and account account account and account account and account account account and account account and account account account and account account account account account account account account and account acc	100.0	00.0	''

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



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

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

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	ion Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	School data		
1. Compreher	ension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)	with 5 or fewer	74.0	79.0
2. Compreher	ension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)	students	94.2	94.6
 Inferential - 	– (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	withheld for	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 - dif		92.4	94.5
school)		confidentiality.	02	00
5. Inferential -	– (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	- Communication	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
. 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 yo	ou attend)	86.0	86.9
B. 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
э. 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	l assignment)	82.8	83.1
	- (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)	3 ,	45.3	48.7
			.0.0	1
Constructed Re	esponse 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
	text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		81.6	81.8
	text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		53.9	54.8
4. Response to t	text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.6	63.5
•	text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.1	73.4
6. Response to t	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 S	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	nsion – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		85.3	88.3
	- (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		85.3	90.8
	- (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		79.0	79.2
	- (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		79.0 83.8	85.0
	nsion – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)		83.2	82.7
,	- (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)			1
	– (o) / 11.0 Integrate enective reading and viewing strategies. / (which word best describes now the main character left at this point in the story:) – (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	nv it2)	70.7	76.0
	– (o) / 12.0 Explain now text structures help the addience construct meaning. / (imagine abouter hypothetical statement was in the text. Which character?) – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)	y n:)	64.4	65.7
	nsion – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)		78.4	80.2
			71.0	73.0
. Inferential –	- (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)		54.8	56.1
Constructed Res	esponse			
• •	6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		61.2	57.9
•	on – (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
• •	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
	6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		53.4	56.8
	6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)		66.0	67.9
•			47.8	47.3
	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.



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

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

School #: 111	St. Thomas Aquinas, Port au Port East	Grades: K-8	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)		[N=6]	[N=379]	[N=2,422]
Non-Fiction	on Selected Response: (Grade Level) / Outcome No. / (Outcome / (Item parameter)			
 Compreher 	nsion – (6) / 11.0 Integrate effective reading and viewing strategies / (F	ead for content meaning (Comprehension).Unique feature of a school)	40.0	74.0	79.0
Compreher	nsion – (6) / 11.0 Integrate effective reading and viewing strategies / (F	lead for content meaning (Comprehension).Basic necessity in a school)	100.0	94.2	94.6
	- (6) / 13.0 Explain how text structures help the audience construct me		100.0	94.4	94.4
4. Inferential - school)	- (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	100.0	92.4	94.5
5. Inferential -	- (6) / 11.0 Integrate effective reading and viewing strategies / (Predic	ing 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
	• • • • • • • • • • • • • • • • • • • •	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
		sizing information (how an organization in their own lives is similiar to the organization in the text)	20.0	45.3	48.7
Constructed Re	sponse ext – (6) / 20.0 Explain thinking using support from text / (Imagine you could a	tend any school from the text. Which would you choose? Why?)	40.0	69.3	66.1
•	ext – (6) / 21.0 Explain thinking using support from text / (magnic you could a ext – (6) / 21.0 Explain thinking using personal connections / (Which school wo		80.0	81.6	81.8
•	ext – (6) / 22.0 Evaluate messages in texts / (Which school in text is most envi		60.0	53.9	54.8
4. Response to t	ext – (6) / 21.0 Explain thinking using personal connections / (Which school in	ext is most appropriate for your community? Explain)	60.0	63.6	63.5
	ext – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		60.0	73.1	73.4
6. Response to t	ext - (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
	Selected Response: (Grade Level) / Outcome No. / Outcome				
	sion – (6) / 11.0 Integrate effective reading and viewing strategies. / (75.0	85.3	88.3
	(6) / 11.0 Integrate effective reading and viewing strategies. / (Which		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 de	fined. Which character was modest?)	75.0	83.8	85.0
	sion – (6) / 12.0 Explain how text structures help the audience constru		100.0	83.2	82.7
16. Inferential -	(6) / 11.0 Integrate effective reading and viewing strategies. / (Which	vord 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 mea	ning. / (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	e ordeal, which phrase best describes the appearance of the main character?)	0.0	78.4	80.2
19. Comprehens	sion – (6) / 9.0 Integrate cueing systems to construct meaning. / (Wha	is the meaning of a word in the text?)	50.0	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 Res	ponse				
, ,) / 22.0 Evaluate messages in texts / (How did the main character change thro		40.0	61.2	57.9
•	n – (6) / 12.0 Explain how text structures help the audience construct meaning.	, , , , , , , , , , , , , , , , , , , ,	60.0	52.5	56.7
)/20.0 Explain thinking using support from text / (What word do you think bes		50.0	60.0	62.6
) / 21.0 Evaluate messages in texts / (Name one other courageous person in to	• •	40.0 60.0	53.4 66.0	56.8 67.9
) / 22.0 Evaluate messages in texts / (Complete speech balloon using characte ext – (6) / 21.0 Explain thinking using personal connections / (Tell about a time		60.0	47.8	47.3
•) / 20.0 Explain thinking using support from text. / (Main character describes hi		40.0	69.3	71.0
7. IIII e i e i i i i i i i i i i i i i i	ין / בט.ט באףומווז נווויואווין שאווין אנויף אנייין וויטוו נפאנ. / (ויומווז כוומומכנפר describes ni	o diluto ao 140 mg udai. Du yuu aylad ul uloaylad:)	40.0	09.3	/ 1.0

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



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

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

School #: 115 Our Lady of Mercy Elementary, St. George's Grades: K-8	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)	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
 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?) 4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	40.0 80.0	60.0	62.6 56.8
4. Interential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) 5. Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	80.0 80.0	53.4 66.0	56.8 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.)	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
	20.0		''

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

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



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

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

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	n – (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
-	n – (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
	/ 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	100.0	92.4	94.5
school)				
 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
	/ 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 Respon		400.0	00.0	00.4
	- (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?) - (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	100.0 75.0	69.3 81.6	66.1 81.8
•	- (6) / 22.0 Explain trinking using personal connections / (which school in text is most environmentally friendly?)	62.5	53.9	54.8
•	- (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
•	- (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	50.0	73.1	73.4
	(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 Sele	cted Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	– (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
	/ 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 Respon	se			
•	2.0 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
. ,	0.0 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
• • •	1.0 Evaluate messages in texts / (Name one other courageous person in the story.)	40.0	53.4	56.8
. ,	2.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	80.0	66.0	67.9
•	(6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	20.0	47.8	47.3
7. Inferential – (6) / 20	0.0 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
		•	1	ı

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

Province

Region

School



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

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

School #: 137	St. Simon and St. Jude Academy, Francois Grades: K-2,6,8-11	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=1]	[N=379]	[N=2,422]
Non-Fiction		I School data		
	nsion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)	with 5 or fewer	74.0	79.0
 Compreher 	nsion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)	students	94.2	94.6
. Inferential -	– (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	withheld for	94.4	94.4
1. 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	reasons of	92.4	94.5
school)		confidentiality.		
. Inferential -	– (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	•	82.5	86.3
	– (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
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
. 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
). 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 Re	asponea.			
	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
•	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 t	text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		53.9	54.8
•	text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.6	63.5
•	text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.1	73.4
,	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
	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	nsion – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		85.3	88.3
	- (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		85.3	90.8
	- (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		79.0	79.2
	- (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		83.8	85.0
,	nsion – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)		83.2	82.7
	- (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
	- (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
	- (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
	nsion – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)		71.0	73.0
). Inferential –	- (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)		54.8	56.1
Constructed Res	sponse			
• •	6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		61.2	57.9
	on – (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
	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
	6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		53.4 66.0	56.8 67.9
o .iriterentiai – (6	6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) lext – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)		66.0 47.8	47.3
3 Resnance to to			41.0	1 47.3
•	5) / 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.



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

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

School #: 388	Long Range Academy, Cow Head	Grades: K-12	School	Region	Province
Item	Cognitive Level - Outcome (item paramete.)	[N=6]	[N=379]	[N=2,422]
Non-Fictio	on Selected Response: (Grade Level) / Outcom	ne No. / Outcome / (Item parameter)			
1. Comprehen	sion – (6) / 11.0 Integrate effective reading and viewing stra	tegies / (Read for content meaning (Comprehension).Unique feature of a school)	50.0	74.0	79.0
,	, ,	tegies / (Read for content meaning (Comprehension).Basic necessity in a school)	75.0	94.2	94.6
	(6) / 13.0 Explain how text structures help the audience col		75.0	94.4	94.4
4. Inferential – school)	(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	100.0	92.4	94.5
,	(6) / 11.0 Integrate effective reading and viewing strategies	/ (Predicting how a new school will affect students)	50.0	82.5	86.3
	(6) / 9.0 Integrate cueing systems to construct meaning / (V		75.0	77.2	80.3
		/ (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
		/(Linking a hypothetical situation and applying to text (the situation that best matches the school))	25.0	69.6	72.4
		/ (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
		/ (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)	0.0	45.3	48.7
Constructed Res	•	rou could attend any school from the text. Which would you choose? Why?)	75.0	69.3	66.1
•	ext – (6) / 21.0 Explain trilliking using support from text / (imagine)		75.0	81.6	81.8
•	ext – (6) / 22.0 Evaluate messages in texts / (Which school in text is		37.5	53.9	54.8
•	ext – (6) / 21.0 Explain thinking using personal connections / (Which		87.5	63.6	63.5
5. Response to te	ext – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the	ne visual?)	75.0	73.1	73.4
6. Response to te	ext - (6) / 20.0 Explain thinking using support from text / (Imagine yo	ou moved to a school from the text. Describe how it is different from your current school.)	62.5	68.1	67.3
	elected Response: (Grade Level) / Outcome No. / C				
		tegies. / (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. / (N	Modesty defined. Which character was modest?)	100.0	83.8	85.0
15. Comprehens	sion – (6) / 12.0 Explain how text structures help the audienc	ce 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 con	struct 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. Comprehens	sion – (6) / 9.0 Integrate cueing systems to construct meaning	ng. / (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 Resp					
1 /	/22.0 Evaluate messages in texts / (How did the main character of		62.5	61.2	57.9
•	()	ct meaning. / (Place the events of the story in the correct order (Sequencing))	50.0	52.5	56.7
, ,		u think best describes the relationship between two characters in the story?)	50.0	60.0	62.6
* *	/21.0 Evaluate messages in texts / (Name one other courageous		50.0 75.0	53.4	56.8
		ng character appropriate dialoque between two characters in the text?) bout a time when you had an experience similiar to the main character.)	75.0 75.0	66.0 47.8	67.9 47.3
r. interential – (6)	/20.0 Explain thinking using support from text. / (Main character of	rescribes nis enoris as ino big dear. 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



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

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

School #: 391	Xavier Junior High, Deer Lake	Grades: 6-9	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)		[N=36]	[N=379]	[N=2,422]
Non-Fictio	n Selected Response: (Grade Level) / Outcome N	lo. / Outcome / (Item parameter)			
1. Comprehens	sion – (6) / 11.0 Integrate effective reading and viewing strategie	es / (Read for content meaning (Comprehension).Unique feature of a school)	87.9	74.0	79.0
2. Comprehens	sion – (6) / 11.0 Integrate effective reading and viewing strategie	es / (Read for content meaning (Comprehension).Basic necessity in a school)	100.0	94.2	94.6
 Inferential – 	(6) / 13.0 Explain how text structures help the audience constru	ct meaning/ (Purpose of graphic in the heading)	97.0	94.4	94.4
4. Inferential – school)	(6) / 11.0 Integrate effective reading and viewing strategies / (U	sing a new situation and applying to text (if a student moved to your school from another country in text - differences in	90.9	92.4	94.5
5. Inferential -	(6) / 11.0 Integrate effective reading and viewing strategies / (F	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 / (U	sing 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
		nking 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 / (U	Ising 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 / (S	ynthesizing information (how an organization in their own lives is similiar to the organization in the text)	39.4	45.3	48.7
Constructed Res	ponse xt – (6) / 20.0 Explain thinking using support from text / (Imagine you c	ould attend any school from the text. Which would you choose? Why?)	66.7	69.3	66.1
•	xt – (6) / 21.0 Explain thinking using personal connections / (Which sch		78.8	81.6	81.8
•	xt – (6) / 22.0 Evaluate messages in texts / (Which school in text is mos		53.0	53.9	54.8
4. Response to te	xt – (6) / 21.0 Explain thinking using personal connections / (Which sch	pol in text is most appropriate for your community? Explain)	48.5	63.6	63.5
	xt – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the vis		78.8	73.1	73.4
6. Response to te	xt - (6) / 20.0 Explain thinking using support from text / (Imagine you mo	oved to a school from the text. Describe how it is different from your current school.)	65.2	68.1	67.3
	elected Response: (Grade Level) / Outcome No. / Outc				
	ion – (6) / 11.0 Integrate effective reading and viewing strategie		80.7	85.3	88.3
	6) / 11.0 Integrate effective reading and viewing strategies. / (V		77.4	85.3	90.8
 Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (V	Vhich word describes a character's feelings?)	87.1	79.0	79.2
,	6) / 9.0 Integrate cueing systems to construct meaning. / (Mode		77.4	83.8	85.0
	ion – (6) / 12.0 Explain how text structures help the audience co		80.7	83.2	82.7
		hich word best describes how the main character felt at this point in the story?)	71.0	70.7	76.0
,	, , , , , , , , , , , , , , , , , , , ,	t meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)	67.7	64.4	65.7
		fter the ordeal, which phrase best describes the appearance of the main character?)	67.7	78.4	80.2
Comprehens	ion – (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
0. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (W	hat is the literary device? (simile)	45.2	54.8	56.1
Constructed Resp					
1 /	/ 22.0 Evaluate messages in texts / (How did the main character change		65.6	61.2	57.9
	' '	aning. / (Place the events of the story in the correct order (Sequencing))	40.6	52.5	56.7
, ,	/ 20.0 Explain thinking using support from text / (What word do you thir / 21.0 Evaluate messages in texts / (Name one other courageous pers	k best describes the relationship between two characters in the story?)	45.3	60.0	62.6
	/ 21.0 Evaluate messages in texts / (Name one other courageous pers / 22.0 Evaluate messages in texts / (Complete speech balloon using cl		56.3 56.3	53.4 66.0	56.8 67.9
	t – (6) / 21.0 Explain thinking using personal connections / (Tell about		37.5	47.8	47.3
•	20.0 Explain thinking using support from text. / (Main character descri		56.3	69.3	71.0
T. IIII GIRIGI - (0)	20.0 Explain unining using support from text. / (ividin character descri	and this charte as The big acta. Do you agree of disagree:	30.3	03.5	'1.0

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



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

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

School #: 393	Bonne Bay Academy, Woody Point Grades: K-12	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=3]	[N=379]	[N=2,422]
Non-Fictio	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	School data		
1. Comprehen	nsion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Unique feature of a school)	with 5 or fewer	74.0	79.0
Comprehen	nsion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)	students	94.2	94.6
 Inferential – 	- (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	withheld for	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		92.4	94.5
school)		confidentiality.		
Inferential –	- (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)		82.5	86.3
	- (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)		77.2	80.3
	- (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	d you attend)	86.0	86.9
	- (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
	- (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 hypothet	tical 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 Res	sponse ext – (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
•	ext – (6) / 20.0 Explain thinking using support from text / (imagine you could attend any scribb from the text. Which would you choose? Why?) ext – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		81.6	81.8
•	ext – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		53.9	54.8
,	ext – (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 to	ext – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.1	73.4
6. Response to to	ext - (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 S	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehens	sion – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		85.3	88.3
2. Inferential –	(6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		85.3	90.8
3. Inferential -	(6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		79.0	79.2
	(6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		83.8	85.0
5. Comprehens	sion – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)		83.2	82.7
6. 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
7. 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
8. 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
Comprehens	sion – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)		71.0	73.0
:0. Inferential –	(6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)		54.8	56.1
Constructed Res	ponse			
, ,)/22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		61.2	57.9
•	n – (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
)/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
٠,)/21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		53.4	56.8
٠,) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)		66.0	67.9
•	ext – (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
r. inierentiai – (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.

9/29/2015



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

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

School #: 394	E.A. Butler All Grade, McKay's Grades: K-12	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=8]	[N=379]	[N=2,422]
Non-Fictio	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Comprehens 	nsion – (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. Comprehens	nsion – (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
 Inferential – school) 	- (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 - differ	rences in 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 a	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 as	ssignment) 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 Res	sponse ext – (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
•	ext – (6) / 21.0 Explain thinking using support nom text / (magine you could attend any school nom the text. which would you choose? why?) ext – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	66.7	81.6	81.8
•	ext – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	58.3	53.9	54.8
•	ext – (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 te	ext – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	16.7	73.1	73.4
6. Response to te	ext - (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 Se	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	sion – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)	100.0	85.3	88.3
	(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. Comprehens	sion – (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. Comprehens	sion – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)	50.0	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 Resp	ponse			
1 /)/22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	83.3	61.2	57.9
,	n – (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
٠,,)/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
, ,)/21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	33.3	53.4	56.8
) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) ext – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	66.7 100.0	66.0	67.9 47.3
			47.8	
7. Interential – (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.

9/29/2015



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

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

School #: 396 Stephenville Middle School, Stephenville Grades: 6-8	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=48]	[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)	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
 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
s. 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
3. 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)			
1. 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
2. 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
3. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	78.7	79.0	79.2
4. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	76.6	83.8	85.0
5. 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
s. 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
7. 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
8. 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
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
0. 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 dialoque 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 similiar 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.

9/29/2015



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

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

Item	Cognitive Level - Outcome (item parameter)	[N=7]	[N=379]	[N=2,422]
Non-Fiction	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Comprehension 	n – (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
Comprehensio	n – (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
 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
 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	100.0	92.4	94.5
school)				
	/ 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	100.0	82.5	86.3
	/ 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)	57.1	77.2	80.3
	/ 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
	/ 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
	/ 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 Respo		05.7	00.0	00.4
	- (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?) - (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	85.7 100.0	69.3 81.6	66.1 81.8
•	- (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	57.1	53.9	54.8
•	- (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
•	- (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 Sele	cted Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 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
	/ 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	71.4	79.0	79.2
	/ 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	100.0	83.8	85.0
	– (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
	/ 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
' '	/ 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
1 /	/ 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
Comprehensior	- (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 Respon	se			
	2.0 Evaluate messages in texts / (How did the main character change throughout the story?)	57.1	61.2	57.9
	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
. ,	2.0 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
· · ·	1.0 Evaluate messages in texts / (Name one other courageous person in the story.)	42.9 28.6	53.4 66.0	56.8
. ,	2.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	28.6 57.1	66.0 47.8	67.9 47.3
•	0.0 Explain thinking using personal connections? (Tell about a time when you had an experience similar to the main character.)	100.0	69.3	71.0
7. IIII e i e i iliai – (0) / 2	.o Explain uninking using support norm text. / (main character describes his enons as 140 big deal. Do you agree or disagree?)	100.0	09.3	/ 1.0
				-

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

Province

Region

School



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

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

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	on Selected Response: (Grade Level) / Outcome	No. / Outcome / (Item parameter)	School data		
1. Comprehei	nsion – (6) / 11.0 Integrate effective reading and viewing strateg	ies / (Read for content meaning (Comprehension). Unique feature of a school)	with 5 or fewer	74.0	79.0
		ies / (Read for content meaning (Comprehension).Basic necessity in a school)	students	94.2	94.6
	- (6) / 13.0 Explain how text structures help the audience constr		withheld for	94.4	94.4
		Jsing a new situation and applying to text (if a student moved to your school from another country in text - differences in	reasons of	92.4	94.5
school)		3 · · · · · · · · · · · · · · · · · · ·	confidentiality.	32.4	34.5
5. Inferential -	– (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	cormacritianty.	82.5	86.3
6. Inferential -	- (6) / 9.0 Integrate cueing systems to construct meaning / (Wha	t is the meaning of the word?)		77.2	80.3
7. Inferential -	– (6) / 11.0 Integrate effective reading and viewing strategies / (l	Jsing 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 / (L	inking 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 Re	esponse				
•	text – (6) / 20.0 Explain thinking using support from text / (Imagine you			69.3	66.1
•	text – (6) / 21.0 Explain thinking using personal connections / (Which so			81.6	81.8
•	text – (6) / 22.0 Evaluate messages in texts / (Which school in text is mo			53.9	54.8
•	text – (6) / 21.0 Explain thinking using personal connections / (Which so			63.6 73.1	63.5 73.4
	text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the vitext - (6) / 20.0 Explain thinking using support from text / (Imagine you m	sual r) loved to a school from the text. Describe how it is different from your current school.)		68.1	67.3
Fiction 9	Selected Response: (Grade Level) / Outcome No. / Outcome No. / Outcome No. / Outcome No.	come / (Itam parameter)			
	nsion – (6) / 11.0 Integrate effective reading and viewing strateg			05.0	00.0
	- (6) / 11.0 Integrate effective reading and viewing strategies. / (85.3	88.3
	- (6) / 11.0 Integrate effective reading and viewing strategies. / (85.3	90.8
	- (6) / 9.0 Integrate cueing systems to construct meaning. / (Mod			79.0 83.8	79.2 85.0
	r (o) / 9.0 integrate cueing systems to construct meaning. / (woo nsion – (6) / 12.0 Explain how text structures help the audience c				
		Which word best describes how the main character felt at this point in the story?)		83.2	82.7
		ict meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)		70.7	76.0
	···			64.4	65.7
		After the ordeal, which phrase best describes the appearance of the main character?)		78.4	80.2
•	nsion – (6) / 9.0 Integrate cueing systems to construct meaning.	· · · · · · · · · · · · · · · · · · ·		71.0	73.0
20. Interential –	- (6) / 11.0 Integrate effective reading and viewing strategies. / (V	What is the literary device? (simile)		54.8	56.1
Constructed Res	•				
•	6) / 22.0 Evaluate messages in texts / (How did the main character chan			61.2	57.9
•	·	eaning. / (Place the events of the story in the correct order (Sequencing))		52.5	56.7
		ink best describes the relationship between two characters in the story?)		60.0	62.6
	6) / 21.0 Evaluate messages in texts / (Name one other courageous per 6) / 22.0 Evaluate messages in texts / (Complete speech balloon using o			53.4 66.0	56.8 67.9
	ext – (6) / 21.0 Explain thinking using personal connections / (Tell about			47.8	47.3
•	6) / 20.0 Explain thinking using support from text. / (Main character desc			69.3	71.0
7. IIII GI GI III al — (0) / 20.0 Explain ulliking using support from text. / (wall trialacter desc	nibes this enotes as two big deal. Do you agree of disagree:)		09.3	1 /1.0

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



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

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

School #: 475	Viking Trail Academy, Plum Point Grades: K-12	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=4]	[N=379]	[N=2,422]
Non-Fiction	n Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	School data		
1. Comprehens	sion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Unique feature of a school)	with 5 or fewer	74.0	79.0
2. Comprehens	sion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)	students	94.2	94.6
3. Inferential – ((6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	withheld for	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 - of		92.4	94.5
school)		confidentiality.		
5. Inferential – ((6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	,	82.5	86.3
	(6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)		77.2	80.3
	(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 y	you attend)	86.0	86.9
 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
	(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	al assignment)	82.8	83.1
0. 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 Resp	ponse ext – (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
•	ext – (6) / 20.0 Explain trilinking using support from text / (imagine you could attend any scribol from the text. which would you choose? why?) ext – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		81.6	81.8
•	ext – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		53.9	54.8
,	ext – (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 tex	ext – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.1	73.4
6. Response to tex	ext - (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 Se	elected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehensi	ion – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		85.3	88.3
2. Inferential – (6	(6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		85.3	90.8
3. Inferential – (6	(6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		79.0	79.2
4. Inferential – (6	(6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		83.8	85.0
5. Comprehensi	ion – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)		83.2	82.7
6. Inferential – (6	(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
7. Inferential – (6	(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 s	say it?)	64.4	65.7
8. Inferential – (6	(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
9. Comprehensi	ion – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)		71.0	73.0
:0. Inferential – (6	(6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)		54.8	56.1
Constructed Respo	oonse			
, ,	/22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		61.2	57.9
,	- (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
, ,	/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
	/21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		53.4	56.8
, ,	/ 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)		66.0	67.9
•	xt – (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
r. interential – (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.

9/29/2015



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

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

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
 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
2. 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
3. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	60.0	79.0	79.2
4. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	100.0	83.8	85.0
5. 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
6. 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
7. 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
8. 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
9. 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
0. 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 similiar 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.

9/29/2015



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

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

		3011001		
Item	Cognitive Level - Outcome (item parameter)	[N=7]	[N=379]	[N=2,422]
Non-Fiction	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Comprehension 	n – (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
-	n – (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
) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	100.0	94.4	94.4
•) / 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	100.0	92.4	94.5
school)		100.0	52.4	34.0
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 Respo	nse			
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
•	- (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	40.0	53.9	54.8
•	- (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
	– (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?) - (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.)	40.0 90.0	73.1 68.1	73.4 67.3
6. Response to text	- (a) / 20.0 Explain trilinking using support from text / (imagine you moved to a school from the text. Describe now it is different from your current school.)	90.0	68.1	67.3
Fiction Sel	ected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	n – (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. Comprehensio	n – (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. Comprehensio	n – (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
Comptunated Decis				
Constructed Respo	ise 2.0 Evaluate messages in texts / (How did the main character change throughout the story?)	70.0	61.2	57.9
	(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
	0.0 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
• /	1.0 Evaluate messages in texts / (Name one other courageous person in the story.)	20.0	53.4	56.8
. ,	2.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	40.0	66.0	67.9
•	- (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	40.0	47.8	47.3
7. Inferential – (6) / 2	0.0 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
		ı	I	ı

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

Province

Region

School



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

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

School #: 953	White Hills Academy, St. Anthony Grades: K-12	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=13]	[N=379]	[N=2,422]
Non-Fiction	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehensi	sion – (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. Comprehensi	sion – (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 – (school)	(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 and	other country in text - differences in 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 sch	ool 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		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 it	f given this hypothetical assignment) 90.0	82.8	83.1
	(6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization)		45.3	48.7
Constructed Resp	sponse ext – (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
•	ext – (6) / 21.0 Explain thinking using support norm text / (imagine you could attend any school norm the text. which would you choose: why:) ext – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	80.0	81.6	81.8
•	ext – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	40.0	53.9	54.8
•	ext – (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
•	ext – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	100.0	73.1	73.4
6. Response to tex	ext - (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 Se	elected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Comprehension	sion – (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	(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	(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	(6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	88.9	83.8	85.0
15. Comprehensi	sion – (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 – (f	(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
	(6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which charac		64.4	65.7
	(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
	sion – (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
•	(6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)	44.4	54.8	56.1
Constructed Respo	ponse			
1. Inferential – (6) /	/22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	33.3	61.2	57.9
	- (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
	/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
, ,	/21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	22.2	53.4	56.8
	/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
•	xt – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	33.3	47.8	47.3
7. Interential – (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. Mus

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

9/29/2015



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

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

School #: 125 Cop	pper Ridge Academy, Baie Verte Grades: K-12	School	ι 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)			
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
 Inferential – (6) / 1 	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) / 1 school)	11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school fro	m another country in text - differences in 85.7	92.3	94.5
5. Inferential - (6) / 1	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	9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)	71.4	77.6	80.3
7. Inferential - (6) / 1	11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, wha	at school in the text should you attend) 57.1	86.1	86.9
8. Inferential - (6) / 1	11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matc		73.3	72.4
9. Inferential - (6) / 1	11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you at	tend if given this hypothetical assignment) 85.7	83.5	83.1
10. Inferential – (6) / 1	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	e 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
	6) / 21.0 Explain thinking using support from text? (imagine you could attend any school from the text. Which would you choose? Why?) S) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	62.5	82.1	81.8
	5) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	25.0	55.9	54.8
, ,	s) / 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)	5) / 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 Selecte	ed Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. 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
 Inferential – (6) / 1: 	1.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)	71.4	89.5	90.8
 Inferential – (6) / 1: 	1.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	71.4	76.4	79.2
	.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	85.7	83.3	85.0
	(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
6. Inferential – (6) / 1	1.0 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
	2.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which co		64.1	65.7
. ,	1.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main chara	* * *	79.3	80.2
	(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
	1.0 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
, , ,	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
	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
• • •	Evaluate messages in texts / (Name one other courageous person in the story.)	62.5	58.8	56.8
	Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	75.0	68.8	67.9
)/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. Interential – (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.



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

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

School #: 133	Memorial Academy, Botwood	Grades: K-6	School	Region	Province
Item	Cognitive Level - Outcome (item paramet	er)	[N=20]	[N=433]	[N=2,422]
Non-Ficti	ion Selected Response: (Grade Level) / Outco	me No. / Outcome / (Item parameter)			
 Comprehe 	ension – (6) / 11.0 Integrate effective reading and viewing st	rategies / (Read for content meaning (Comprehension). Unique feature of a school)	86.7	81.9	79.0
,	()	rategies / (Read for content meaning (Comprehension).Basic necessity in a school)	80.0	94.1	94.6
	- (6) / 13.0 Explain how text structures help the audience co		73.3	92.5	94.4
4. Inferential school)	- (6) / 11.0 Integrate effective reading and viewing strategie	es / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in	80.0	92.3	94.5
5. Inferential	- (6) / 11.0 Integrate effective reading and viewing strategie	es / (Predicting how a new school will affect students)	66.7	84.0	86.3
	- (6) / 9.0 Integrate cueing systems to construct meaning /		53.3	77.6	80.3
		s / (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
		es / (Linking a hypothetical situation and applying to text (the situation that best matches the school))	66.7	73.3	72.4
	• •	es / (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
		es / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)	40.0	46.7	48.7
Constructed Re	<u>-</u>	you could attend any school from the text. Which would you choose? Why?)	66.7	62.7	66.1
•	text – (6) / 21.0 Explain thinking using support from text / (imagine text – (6) / 21.0 Explain thinking using personal connections / (Whi		73.3	82.1	81.8
•	text – (6) / 22.0 Evaluate messages in texts / (Which school in text	·	53.3	55.9	54.8
•	text – (6) / 21.0 Explain thinking using personal connections / (Whi	• • • •	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 S	Selected Response: (Grade Level) / Outcome No. /	Outcome / (Item parameter)			
Compreher	nsion - (6) / 11.0 Integrate effective reading and viewing str	ategies. / (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 strategie	s. / (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 strategie	s. / (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. Compreher	nsion – (6) / 12.0 Explain how text structures help the audie	nce 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 strategie	s. / (Which word best describes how the main character felt at this point in the story?)	40.0	73.0	76.0
		nstruct 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 strategie	s. / (After the ordeal, which phrase best describes the appearance of the main character?)	93.3	79.3	80.2
	nsion – (6) / 9.0 Integrate cueing systems to construct mean		66.7	74.4	73.0
	- (6) / 11.0 Integrate effective reading and viewing strategie		26.7	60.5	56.1
Constructed Res	esponse				
,	6) / 22.0 Evaluate messages in texts / (How did the main character		46.7	57.0	57.9
•	1	uct meaning. / (Place the events of the story in the correct order (Sequencing))	20.0	55.1	56.7
•	, , , , , , , , , , , , , , , , , , , ,	ou think best describes the relationship between two characters in the story?)	60.0	65.7	62.6
,	6) / 21.0 Evaluate messages in texts / (Name one other courageou		80.0	58.8	56.8
		sing character appropriate dialoque between two characters in the text?) about a time when you had an experience similiar to the main character.)	66.7 53.3	68.8 52.2	67.9 47.3
•				1	1
7. inierentiai – (6	6) / 20.0 Explain thinking using support from text. / (Main character	uescribes riis erions as 140 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.

9/29/2015



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

School #: 138 Victoria Academy, Gaultois Grades: K-2,5-8,10-12

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-Fictio	on Selected Response:	(Grade Level) / Outcome No. / Outcome / (Item parameter)	School data		
 Comprehen 	sion – (6) / 11.0 Integrate effectiv	e reading and viewing strategies / (Read for content meaning (Comprehension). Unique feature of a school)	with 5 or fewer	81.9	79.0
2. Comprehen	sion – (6) / 11.0 Integrate effectiv	re reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)	students	94.1	94.6
3. Inferential -	(6) / 13.0 Explain how text struct	tures help the audience construct meaning/ (Purpose of graphic in the heading)	withheld for	92.5	94.4
4. Inferential -	(6) / 11.0 Integrate effective read	ding and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences ir.		92.3	94.5
school)			confidentiality.		
5. Inferential –	(6) / 11.0 Integrate effective read	ding and viewing strategies / (Predicting how a new school will affect students)	,	84.0	86.3
6. Inferential –	(6) / 9.0 Integrate cueing system	ns to construct meaning / (What is the meaning of the word?)		77.6	80.3
7. Inferential –	(6) / 11.0 Integrate effective read	ding 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
Inferential –	(6) / 11.0 Integrate effective read	ding 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 read	ding and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignmer	nt)	83.5	83.1
0. Inferential –	(6) / 11.0 Integrate effective read	ding 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 Res	•	way and the state / / making you gould attend any spheal from the text. Which would was above 2 W/s - 2)		62.7	66.1
•		g support from text / (Imagine you could attend any school from the text. Which would you choose? Why?) personal connections / (Which school would you least like to attend? Explain)		82.1	81.8
		texts / (Which school in text is most environmentally friendly?)		55.9	54.8
•	. ,	personal connections / (Which school in text is most appropriate for your community? Explain)		63.5	63.5
•		texts / (Which is purpose of the visual?)		73.9	73.4
		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 S	elected Response: (Grade L	.evel) / Outcome No. / Outcome / (Item parameter)			
		ve reading and viewing strategies. / (Why did the main character go on an adventure?)		88.7	88.3
		ling and viewing strategies. / (Which phrase best represents the message of the story?)		89.5	90.8
		ling and viewing strategies. / (Which word describes a character's feelings?)		76.4	79.2
4. Inferential –	(6) / 9.0 Integrate cueing system	s to construct meaning. / (Modesty defined. Which character was modest?)		83.3	85.0
	. ,	structures help the audience construct meaning / (What was the last event in the story?)		81.4	82.7
6. Inferential –	(6) / 11.0 Integrate effective read	ling and viewing strategies. / (Which word best describes how the main character felt at this point in the story?)		73.0	76.0
		ures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)		64.1	65.7
	• •	ling and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)		79.3	80.2
		ystems to construct meaning. / (What is the meaning of a word in the text?)		74.4	73.0
•	.,	ling and viewing strategies. / (What is the literary device? (simile)		60.5	56.1
Constructed Res	ponse				
		(How did the main character change throughout the story?)		57.0	57.9
2.Comprehension	– (6) / 12.0 Explain how text structu	res help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))		55.1	56.7
		rt from text / (What word do you think best describes the relationship between two characters in the story?)		65.7	62.6
		(Name one other courageous person in the story.)		58.8	56.8
		(Complete speech balloon using character appropriate dialoque between two characters in the text?)		68.8	67.9
•	, , ,	personal connections / (Tell about a time when you had an experience similiar to the main character.)		52.2	47.3
7. Interential – (6)	/ 20.0 Explain thinking using suppor	rt 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.



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

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

School #: 143	Millcrest Academy, Grand Falls-Windsor Grades: 4-6	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=60]	[N=433]	[N=2,422]
Non-Fiction	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Comprehens. 	sion – (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. Comprehens	sion – (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 and	other country in text - differences in 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) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)	92.6	77.6	80.3
	(6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what scho		86.1	86.9
	(6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches th		73.3	72.4
•	(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	"	83.5	83.1
	(6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organ		46.7	48.7
Constructed Resp	sponse ext – (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
•	ext – (6) / 21.0 Explain thinking using support non-text (Imagine you could attend any school non-tile text. Which would you least like to attend? Explain)	90.7	82.1	81.8
	ext – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	68.5	55.9	54.8
•	ext – (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 tex	ext – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	96.3	73.9	73.4
6. Response to tex	ext - (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
	elected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Comprehensi	sion – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)	88.9	88.7	88.3
	(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	(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	(6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	90.7	83.3	85.0
15. Comprehension	sion – (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	(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	(6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which charact	ter would most likely say it?) 75.9	64.1	65.7
18. Inferential – (6	(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. Comprehensi	sion – (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
	(6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)	77.8	60.5	56.1
Constructed Respo	ponse			
• • •	/22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	67.3	57.0	57.9
,	- (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
	/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
	/21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	74.5	58.8	56.8
	/ 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	76.4 54.5	68.8	67.9
•	xt – (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. interentiai – (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.

9/29/2015



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

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

School #: 144 Sprucewood Academy, Grand Falls-Windsor Grades: K-6	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=15]	[N=433]	[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
 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.) F. Inferential – (6) / 23.0 Evaluate messages in texts / (Complete speech believe appropriate dialogue between two phorpeters in the text?)	66.7 73.3	58.8	56.8 67.9
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.)	60.0	68.8 52.2	47.3
	'''	1	I
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

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

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

9/29/2015



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

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

School #: 150 St. Joseph's Elementary, Harbour Breton Grades: K-6	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)			
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 trinking 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)			
1. 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
2. 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
3. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	75.0	76.4	79.2
Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	62.5	83.3	85.0
5. 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
s. 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
7. 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
8. 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
9. 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
0. 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.) 5. Inferential – (6) / 22.0 Evaluate messages in texts / (Courselets encourageous 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?) 6. Possegos to text – (6) / 21.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	85.7 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 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?)	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.

9/29/2015



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

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

School #: 151	John Watkins Academy, Hermitage Grades: K-12	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=2]	[N=433]	[N=2,422]
Non-Fiction	n Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	School data		
1. Comprehens	sion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Unique feature of a school)	with 5 or fewer	81.9	79.0
2. Comprehens	sion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)	students	94.1	94.6
3. Inferential – ((6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	withheld for	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 tex	ct - differences in reasons of	92.3	94.5
school)		confidentiality.		
5. Inferential – ((6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	•	84.0	86.3
. Inferential – ((6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)		77.6	80.3
	(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 shou	uld you attend)	86.1	86.9
	(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
	(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 hypothe		83.5	83.1
0. 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 Resp	•		62.7	66.1
•	ext – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?) ext – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		62. <i>1</i> 82.1	81.8
	ext = (6) / 22.0 Explain trinking using personal connections / (Which school in text is most environmentally friendly?)		55.9	54.8
	ext – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.5	63.5
	ext – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.9	73.4
6. Response to tex	ext - (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 Se	elected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	sion – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		88.7	88.3
	(6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		89.5	90.8
	(6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		76.4	79.2
4. Inferential – ((6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		83.3	85.0
•	ion – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)		81.4	82.7
s. Inferential – (6	(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
	(6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most like	ely say it?)	64.1	65.7
,	(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
	sion – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)		74.4	73.0
	(6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)		60.5	56.1
Constructed Resp	ponse			
	/ 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		57.0	57.9
•	- (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
	/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
	/21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		58.8	56.8
	/ 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)		68.8	67.9
•	xt – (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. Interential – (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.

9/29/2015



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

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

School #: 152	Valmont Academy, King's Point	Grades: K-12	School	Region	Province
Item	Cognitive Level - Outcome (item paramet	er)	[N=4]	[N=433]	[N=2,422]
Non-Fiction	on Selected Response: (Grade Level) / Outco	me No. / Outcome / (Item parameter)	Oak aal data		
		ategies / (Read for content meaning (Comprehension). Unique feature of a school)	School data with 5 or fewer	81.9	79.0
		ategies / (Read for content meaning (Comprehension).Basic necessity in a school)	students	94.1	94.6
	- (6) / 13.0 Explain how text structures help the audience co		withheld for	92.5	94.4
	• • • • • • • • • • • • • • • • • • • •	s / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in	reasons of	92.3	94.5
school)	(o), The integrate encourse reading and reming enacegre		confidentiality.	92.3	94.5
Inferential -	- (6) / 11.0 Integrate effective reading and viewing strategie	s / (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 strategie	s / (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
		s / (Linking a hypothetical situation and applying to text (the situation that best matches the school))		73.3	72.4
		s / (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 strategie	s / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)		46.7	48.7
Constructed Re	•				
•		you could attend any school from the text. Which would you choose? Why?)		62.7	66.1
•	text – (6) / 21.0 Explain thinking using personal connections / (Whi			82.1 55.9	81.8 54.8
•	text – (6) / 22.0 Evaluate messages in texts / (Which school in text text – (6) / 21.0 Explain thinking using personal connections / (Whi				
•	text – (6) / 21.0 Explain trilliking using personal connections / (white text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of			63.5 73.9	63.5 73.4
		you moved to a school from the text. Describe how it is different from your current school.)		67.9	67.3
Fiction 9	Selected Response: (Grade Level) / Outcome No. /	Outcome / (Itam parameter)			
		ategies. / (Why did the main character go on an adventure?)		00.7	00.0
		s. / (Which phrase best represents the message of the story?)		88.7	88.3
	· (6) / 11.0 Integrate effective reading and viewing strategies			89.5	90.8
	· (6) / 9.0 Integrate cueing systems to construct meaning. /	· ·		76.4 83.3	79.2 85.0
		niodesty defined. Which character was modest?) ace construct meaning / (What was the last event in the story?)			
		s. / (Which word best describes how the main character felt at this point in the story?)		81.4	82.7
		nstruct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)		73.0	76.0
	• • • • • • • • • • • • • • • • • • • •			64.1	65.7
		s. / (After the ordeal, which phrase best describes the appearance of the main character?)		79.3	80.2
•	sion – (6) / 9.0 Integrate cueing systems to construct mean			74.4	73.0
20. Interential –	(6) / 11.0 Integrate effective reading and viewing strategies	s. / (What is the literary device? (simile)		60.5	56.1
Constructed Res	•				
•	6) / 22.0 Evaluate messages in texts / (How did the main character			57.0	57.9
•	• • • • • • • • • • • • • • • • • • • •	uct meaning. / (Place the events of the story in the correct order (Sequencing))		55.1	56.7
	i) / 20.0 Explain thinking using support from text / (What word do y i) / 21.0 Evaluate messages in texts / (Name one other courageou	ou think best describes the relationship between two characters in the story?)		65.7	62.6
		s person in the story.) sing character appropriate dialogue between two characters in the text?)		58.8 68.8	56.8 67.9
		about a time when you had an experience similiar to the main character.)		52.2	47.3
•	(2)/20.0 Explain thinking using support from text. / (Main character	·		71.1	71.0
	, , 20.0 Explain thinking doing support norn toxt. / (Main Grandeter	accompositio cricita aci incisig acam. Do you agree or alloagree;)		, , , ,	1 ,

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



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

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

School #: 154	Hillside Elementary, La Scie	Grades: K-6	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)		[N=10]	[N=433]	[N=2,422]
Non-Ficti	ion Selected Response: (Grade Level) / Outcome No	o. / Outcome / (Item parameter)			
1. Comprehe	· · · · · · · · · · · · · · · · · · ·	/ (Read for content meaning (Comprehension). Unique feature of a school)	77.8	81.9	79.0
•	()	/ (Read for content meaning (Comprehension).Basic necessity in a school)	100.0	94.1	94.6
	- (6) / 13.0 Explain how text structures help the audience construction		100.0	92.5	94.4
	·	ng a new situation and applying to text (if a student moved to your school from another country in text - differences in	100.0	92.3	94.5
,	- (6) / 11.0 Integrate effective reading and viewing strategies / (Pr	edicting how a new school will affect students)	88.9	84.0	86.3
	- (6) / 9.0 Integrate cueing systems to construct meaning / (What is		77.8	77.6	80.3
		ng 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
		king a hypothetical situation and applying to text (the situation that best matches the school))	66.7	73.3	72.4
		ing 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
		nthesizing information (how an organization in their own lives is similiar to the organization in the text)	22.2	46.7	48.7
Constructed R	·		77.0	60.7	00.4
•	text – (6) / 20.0 Explain thinking using support from text / (Imagine you could be seen a control of the seen as t		77.8 77.8	62.7	66.1
•	text - (6) / 21.0 Explain thinking using personal connections / (Which school $text - (6) / 22.0$ Evaluate messages in $texts / (Which school in text is most)$		72.2	82.1 55.9	81.8 54.8
•	text $-$ (6) / 21.0 Explain thinking using personal connections / (Which school text $-$ (6) / 21.0 Explain thinking using personal connections / (Which school text)		72.2	63.5	63.5
•	text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual		66.7	73.9	73.4
		ed 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. / Outco	me / (Item parameter)			
11. Comprehei	nsion – (6) / 11.0 Integrate effective reading and viewing strategies	. / (Why did the main character go on an adventure?)	90.0	88.7	88.3
	- (6) / 11.0 Integrate effective reading and viewing strategies. / (Wi		90.0	89.5	90.8
	- (6) / 11.0 Integrate effective reading and viewing strategies. / (Wi		80.0	76.4	79.2
	- (6) / 9.0 Integrate cueing systems to construct meaning. / (Modes		60.0	83.3	85.0
	nsion – (6) / 12.0 Explain how text structures help the audience con		90.0	81.4	82.7
		ich word best describes how the main character felt at this point in the story?)	60.0	73.0	76.0
		meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)	80.0	64.1	65.7
	• • • • • • • • • • • • • • • • • • • •	er the ordeal, which phrase best describes the appearance of the main character?)	70.0	79.3	80.2
	nsion – (6) / 9.0 Integrate cueing systems to construct meaning. / (V		50.0	74.4	73.0
	- (6) / 11.0 Integrate effective reading and viewing strategies. / (Wh		80.0	60.5	56.1
Constructed Re	esponse				
	6) / 22.0 Evaluate messages in texts / (How did the main character change	throughout the story?)	55.0	57.0	57.9
	on – (6) / 12.0 Explain how text structures help the audience construct mea	0 () ()	70.0	55.1	56.7
•	6)/20.0 Explain thinking using support from text/(What word do you think	· · · · · · · · · · · · · · · · · · ·	90.0	65.7	62.6
•	6) / 21.0 Evaluate messages in texts / (Name one other courageous persor		50.0	58.8	56.8
	6) / 22.0 Evaluate messages in texts / (Complete speech balloon using cha		70.0	68.8	67.9
•	text – (6) / 21.0 Explain thinking using personal connections / (Tell about a	•	80.0	52.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describ	es 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.

9/29/2015



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

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

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	tion Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	School data		
1. Compreher	ension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Unique feature of a school)	with 5 or fewer	81.9	79.0
Compreher	ension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)	students	94.1	94.6
3. Inferential -	I – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	withheld for	92.5	94.4
4. Inferential -	I – (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 co	ountry in text - differences in reasons of	92.3	94.5
school)		confidentiality.		
5. Inferential -	I – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	,	84.0	86.3
6. Inferential -	I – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)		77.6	80.3
7. Inferential -	I – (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	ne text should you attend)	86.1	86.9
8. Inferential -	I – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the scho	ol))	73.3	72.4
	I – (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		83.5	83.1
0. Inferential -	I – (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 Re	·		62.7	66.1
•	o text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?) o text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		82.1	81.8
	o text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		55.9	54.8
•	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
•	to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.9	73.4
	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 S	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehen	ension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		88.7	88.3
2. Inferential –	- (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		89.5	90.8
	- (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		76.4	79.2
4. Inferential –	- (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		83.3	85.0
5. Comprehen	ension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)		81.4	82.7
6. 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
	- (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character wou	ld most likely say it?)	64.1	65.7
	- (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
	ension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)		74.4	73.0
	- (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)		60.5	56.1
Constructed Res	esponse			
	(6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		57.0	57.9
2.Comprehension	ion – (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
	(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
	(6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		58.8	56.8
	(6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)		68.8	67.9
•	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
/ Interested /6	(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.

9/29/2015



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

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

School #: 163 Point Leamington Academy, Point Leamington 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)			
1. Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Unique feature of a school)	with 5 or fewer	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)	students	94.1	94.6
3. Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	withheld for	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	reasons of	92.3	94.5
school)	confidentiality.		
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
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?) 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)			
1. Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		88.7	88.3
2. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		89.5	90.8
3. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		76.4	79.2
4. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		83.3	85.0
5. 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
6. 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
7. 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
8. 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
9. 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?) 6. Passages to text (6) / 21.0 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 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.

9/29/2015



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

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

	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=9]	[N=433]	[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
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)			
1. 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
2. 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
3. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	100.0	76.4	79.2
4. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	85.7	83.3	85.0
5. 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
6. 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
7. 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
8. 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
9. 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
O. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)	100.0	60.5	56.1
• Interential – (0) / 11.0 Integrate effective reading and viewing strategies. / (what is the literary device: (simile)	100.0	60.5	30.1
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 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 similiar to the main character.)	57.1	52.2	47.3
	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.

9/29/2015



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

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

School #: 177	Greenwood Academy, Campbellton Grades: K-9		School	Region	Province
Item	Cognitive Level - Outcome (item parameter)		[N=6]	[N=433]	[N=2,422]
Non-Fictio	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1. Comprehens	nsion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension	on).Unique feature of a school)	66.7	81.9	79.0
2. Comprehens	nsion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehensio	on).Basic necessity in a school)	83.3	94.1	94.6
	- (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the headin		100.0	92.5	94.4
4. Inferential – school)	- (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a s	tudent moved to your school from another country in text - differences in	100.0	92.3	94.5
Inferential –	- (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect student	3)	83.3	84.0	86.3
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
	- (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to		83.3	73.3	72.4
	- (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (wha		83.3	83.5	83.1
10. Inferential –	- (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization i	n their own lives is similiar to the organization in the text)	0.0	46.7	48.7
Constructed Res	sponse ext – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would y	ou choose? W/hv?)	83.3	62.7	66.1
•	ext – (6) / 21.0 Explain thinking using support normext? (imagine you could attend any scrioor norm the text. Which would y least like to attend? Explain)	ou choose: why:)	100.0	82.1	81.8
	ext – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		41.7	55.9	54.8
	ext – (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
	ext – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		100.0	73.9	73.4
6. Response to te	ext - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is diff	erent from your current school.)	75.0	67.9	67.3
Fiction S	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1. Comprehens	sion $$ – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adv	enture?)	83.3	88.7	88.3
2. 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
3. Inferential –	(6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		100.0	76.4	79.2
4. Inferential –	(6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		100.0	83.3	85.0
Comprehens	sion – (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
6. Inferential –	(6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main chara	cter felt at this point in the story?)	50.0	73.0	76.0
7. Inferential -	(6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical sta	tement was in the text. Which character would most likely say it?)	66.7	64.1	65.7
8. Inferential -	(6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the	e appearance of the main character?)	66.7	79.3	80.2
9. Comprehens	sion – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)		33.3	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 Resp	ponse				
٠,)/22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		75.0	57.0	57.9
•	n – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct		66.7	55.1	56.7
٠,)/20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two charges)	acters in the story?)	83.3	65.7	62.6
)/21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	in the tautOl	50.0	58.8	56.8
) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characte ext – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the n		83.3 66.7	68.8	67.9
•		•		52.2	47.3
r. inierentiai – (6))/20.0 Explain thinking using support from text./(Main character describes his efforts as "No big deal." Do you agree or dis	agree :)	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.

9/29/2015



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

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

School #: 178	Phoenix Academy, Carmanville Grades: K-12	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=9]	[N=433]	[N=2,422]
Non-Fiction	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Comprehens 	nsion – (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. Comprehens	nsion – (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 – school)	- (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 co	ountry in text - differences in 100.0	92.3	94.5
,	- (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	100.0	84.0	86.3
	- (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)	66.7	77.6	80.3
	- (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		86.1	86.9
	- (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
	- (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		83.5	83.1
	- (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization		46.7	48.7
Constructed Res	·	83.3	62.7	66.1
•	ext – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?) ext – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	83.3	82.1	81.8
	ext – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	41.7	55.9	54.8
	ext – (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
	ext – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	66.7	73.9	73.4
6. Response to te.	ext - (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 Se	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
Comprehensi	sion – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)	100.0	88.7	88.3
2. 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
3. Inferential – ((6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	71.4	76.4	79.2
4. Inferential – ((6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	85.7	83.3	85.0
Comprehensi	sion – (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
6. 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
7. Inferential – ((6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character wou	ıld most likely say it?) 42.9	64.1	65.7
8. 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
9. Comprehensi	sion – (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
0. Inferential – ((6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)	71.4	60.5	56.1
Constructed Resp	ponse			
٠,) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	14.3	57.0	57.9
•	n – (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
٠,) / 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
) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	57.1 71.4	58.8 68.8	56.8 67.9
	p / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) Ext – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	42.9	52.2	47.3
•) / 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
7. IIII erenilai – (6)	1/ 20.0 Explain ullinning using support from text. / (ividin character describes the enorts as 100 big deal. Do you agree of disagree?)	85.7	/ 1.1	'1.0

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



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

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

School #: 179 Centreville Academy, Centreville-Wareham Grades: K-9	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=7]	[N=433]	[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 - differential – (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 - differential – (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 - differential – (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 - differential – (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 - differential – (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 - differential – (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 - differential from the first of the student moved to your school from a new school from a ne		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 at	ttend) 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 ass	signment) 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	73.0
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))	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.) F. Inferential – (6) / 23.0 Evaluate messages in texts / (Complete presch hallow value abstractor appropriate dialogue between two abstractors in the texts?)	33.3 50.0	58.8	56.8 67.9
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.)	33.3	68.8 52.2	47.3
		1	1
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. Mushua

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

9/29/2015



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

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

School #: 183 Will	lliam 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)			
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) / 1.	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) / 1 school)	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 co	ountry in text - differences in 71.4	92.3	94.5
,	11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	85.7	84.0	86.3
` '	9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)	57.1	77.6	80.3
. ,	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		86.1	86.9
	11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the scho		73.3	72.4
	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		83.5	83.1
	11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization		46.7	48.7
Constructed Response		57.1	62.7	66.1
	6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?) 6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	71.4	82.1	81.8
	5) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	42.9	55.9	54.8
	5) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	57.1	63.5	63.5
	s) / 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 Selecte	ed Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. 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
2. Inferential – (6) / 11	1.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)	75.0	89.5	90.8
3. Inferential – (6) / 11	1.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	50.0	76.4	79.2
4. Inferential – (6) / 9.0	.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	100.0	83.3	85.0
5. 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
6. Inferential – (6) / 11	1.0 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
7. Inferential – (6) / 12	2.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character wou	uld most likely say it?) 62.5	64.1	65.7
8. Inferential – (6) / 11	1.0 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
9. 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
D. Inferential – (6) / 11	1.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)	87.5	60.5	56.1
Constructed Response				
	Evaluate messages in texts / (How did the main character change throughout the story?)	37.5	57.0	57.9
	/ 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
, ,	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
	Evaluate messages in texts / (Name one other courageous person in the story.)	75.0 62.5	58.8 68.8	56.8 67.9
	Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 1 / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	62.5 25.0	52.2	47.3
		62.5	71.1	71.0
r. mieremiai – (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	[/1.1	/1.0

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



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

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

	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		
1. Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Unique feature of a school)	with 5 or fewer	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)	students	94.1	94.6
3. Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	withheld for	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)	reasons of confidentiality.	92.3	94.5
5. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	comidentality.	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
0. 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)			
1. Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		88.7	88.3
2. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		89.5	90.8
3. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		76.4	79.2
4. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		83.3	85.0
5. 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
6. 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
7. 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
8. 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
9. Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)		74.4	73.0
10. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)		60.5	56.1
Constructed Response			
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 similiar to the main character.)		52.2	47.3
		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.

9/29/2015



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

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

School #: 189	Lewisporte Academy, Lewisporte Grades: K-6	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=31]	[N=433]	[N=2,422]
Non-Fiction	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehension	ion – (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	ion – (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	(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 school)	(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	r in text - differences in 96.4	92.3	94.5
5. Inferential – (6	(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	(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	(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 tex	rt should you attend) 78.6	86.1	86.9
8. Inferential – (6	(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	(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 h	ypothetical assignment) 85.7	83.5	83.1
10. Inferential – (6	(6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in th	e text) 53.6	46.7	48.7
Constructed Response to text		57.1	62.7	66.1
•	Cognitive Level - Outcome (Item parameter) incition Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) inhension - (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Unique feature of a school) inhension - (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Basic necessity in a school) ital - (6) / 11.0 Integrate effective reading and viewing strategies / (Verdicting how a new school will affect students) ital - (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students) ital - (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students) ital - (6) / 11.0 Integrate effective reading and viewing strategies / (Univing a new situation and applying to lext (if the student moved to your school in the text school in the text school in the text school in the text school in the lext school in lext (it is student to the lext school in the lext school in lext (it is school in the lext school in the lext school in lext (it is school in the lext school in the lext school in lext (it is school in the lext school in the lext school in lext (it is school in the lext scho		82.1	81.8
•		85.7 55.4	55.9	54.8
•		75.0	63.5	63.5
5. Response to text	xt – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	92.9	73.9	73.4
6. Response to text	xt - (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 Sel	elected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehensio	on – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)	92.6	88.7	88.3
		96.3	89.5	90.8
3. Inferential – (6	6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	88.9	76.4	79.2
 Inferential – (6) 	6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	85.2	83.3	85.0
Comprehensio	on – (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
6. Inferential – (6	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
7. Inferential – (6	6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would mo	ost likely say it?) 70.4	64.1	65.7
8. Inferential – (6)	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
		70.4	74.4	73.0
		66.7	60.5	56.1
Constructed Respo	onse			
1. Inferential – (6) / 2	22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	66.7	57.0	57.9
,		59.3	55.1	56.7
		66.7	65.7	62.6
• •		48.1	58.8	56.8
• • •		85.2	68.8	67.9
•		51.9	52.2	47.3
7. Interential — (6) / 2	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.

9/29/2015



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

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

School #: 194 Gill Memorial Academy, Musgrave Harbour Grades: K-12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=7]	[N=433]	[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	73.0
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?) 4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	91.7 83.3	65.7 58.8	62.6 56.8
5. Inferential – (6) / 22.0 Evaluate messages in texts / (Name the speech balloon using character appropriate dialogue between two characters in the text?)	83.3	58.8 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 similiar 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.

9/29/2015



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

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

School #: 202	Twillingate Island Elementary, Twillingate Grades: K-6	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=7]	[N=433]	[N=2,422]
Non-Fictio	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehens	nsion – (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
	nsion – (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 – school)	- (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 - diff	ferences in 100.0	92.3	94.5
,	- (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	83.3	84.0	86.3
	- (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	u attend) 83.3	86.1	86.9
	- (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 Res	esponse 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
•	text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	66.7	82.1	81.8
	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 te	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
	text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	66.7	73.9	73.4
6. Response to te	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
	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	ision – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)	85.7	88.7	88.3
	- (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. Comprehens	ision – (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
	- (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. Comprehens	sion – (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 Resp	·			
٠,	s) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	42.9	57.0	57.9
,	n – (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
	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
	5) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	71.4 57.1	58.8 68.8	56.8 67.9
	s) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) ext – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	14.3	52.2	47.3
•	6)/20.0 Explain thinking using personal connections / (reli about a time when you had an experience similar to the main character.)	57.1	71.1	71.0
r. miereniai – (6)	97 20.0 Explain trinking using support norn-text. / (Main Character describes his enorts as INO big deal. Do you agree or disagree?)	57.1	/ 1.1	/ 1.0

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

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

9/29/2015



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

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

School #: 204	Pearson Academy, Wesleyville	Grades: K-12	School	Region	Province
Item	Cognitive Level - Outcome (item parameter	er)	[N=10]	[N=433]	[N=2,422]
Non-Fiction	ion Selected Response: (Grade Level) / Outco	me No. / Outcome / (Item parameter)			
 Comprehei 	nsion – (6) / 11.0 Integrate effective reading and viewing st	ategies / (Read for content meaning (Comprehension).Unique feature of a school)	88.9	81.9	79.0
			88.9	94.1	94.6
	ension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Unique feature of a school) ension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Basic necessity in a school) ii – (6) / 10.0 Explain how text structures help the audience construct meaning (Purpose of graphic in the heading) iii – (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 iii – (6) / 10.0 Integrate curing systems to construct meaning / (What is the meaning of the word?) ii – (6) / 10.0 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) ii – (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) ii – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if the situation that best matches the school)) ii – (6) / 11.0 Integrate effective reading and viewing strategies / (Wind and applying to text (what school in the text would you attend if given this hypothetical assignment of (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) Response text – (6) / 20.0 Explain thinking using personal connections / (Which school new tax is most appropriate for your community? Explain) to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain) to text – (6) / 22.0 Explain thinking using support from text / (Winch school in text is most appropriate for your community? Explain) to text – (6) / 22.0 Explain thi		100.0	92.5	94.4
4. Inferential - school)	(6) / 11.0 Integrate effective reading and viewing strategic	es / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in	88.9	92.3	94.5
5. Inferential -	– (6) / 11.0 Integrate effective reading and viewing strategie	es / (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 strategie	s / (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 strategie	s / (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 strategic	es / (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 strategie	es / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)	11.1	46.7	48.7
Constructed Re	•	you could attend any school from the text. Which would you choose? Why?)	33.3	62.7	66.1
•			44.4	82.1	81.8
	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) noision — (6) / 11.0 Inlegrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Basic necessity in a school) neision — (6) / 11.0 Inlegrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Basic necessity in a school) - (6) / 13.0 Explain how text structures help the audience construct meaning / (Purpose of graphic in the heading) - (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 the control of the word?) - (6) / 11.0 Integrate effective reading and viewing strategies / (Verdicting how a new school will affect students) - (6) / 13.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?) - (6) / 13.0 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) - (6) / 13.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend) - (6) / 13.0 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 assignme - (6) / 13.0 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 assignme - (6) / 13.0 Integrate effective reading and viewing strategies / (Swithesizing information (how an organization in their own lives is similiar to the organization in the text)		50.0	55.9	54.8
•			50.0	63.5	63.5
			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 S	Selected Response: (Grade Level) / Outcome No. /	Outcome / (Item parameter)			
			90.0	88.7	88.3
			100.0	89.5	90.8
			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. Comprehen	nsion – (6) / 12.0 Explain how text structures help the audie	nce construct meaning / (What was the last event in the story?)	70.0	81.4	82.7
			70.0	73.0	76.0
17. Inferential -	- (6) / 12.0 Explain how text structures help the audience co	nstruct 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 strategie	s. / (After the ordeal, which phrase best describes the appearance of the main character?)	70.0	79.3	80.2
19. Comprehen	nsion – (6) / 9.0 Integrate cueing systems to construct mear	ing. / (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 strategie	s. / (What is the literary device? (simile)	70.0	60.5	56.1
Constructed Res	•				
•	,		60.0	57.0	57.9
•	• • • • • • • • • • • • • • • • • • • •	0 () () () () ()	40.0	55.1	56.7
			65.0	65.7	62.6
			50.0 70.0	58.8 68.8	56.8 67.9
			50.0	52.2	47.3
•			80.0	71.1	71.0
r. mieremai – (c	5) / 20.0 Explain thinking using support from text. / (Main characte	describes file endris as Tro big deal. Do you agree or disagree?)	00.0	/ 1.1	/ 1.0

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.



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

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

School #: 206	Riverwood Academy, Wing's Point	Grades: K-12	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)		[N=12]	[N=433]	[N=2,422]
Non-Fictio	on Selected Response: (Grade Level) / Outcom	e No. / Outcome / (Item parameter)			
1. Comprehen	sion – (6) / 11.0 Integrate effective reading and viewing strate	egies / (Read for content meaning (Comprehension). Unique feature of a school)	66.7	81.9	79.0
			91.7	94.1	94.6
			83.3	92.5	94.4
4. Inferential – school)	(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	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
			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
			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 Res	•	ou could attend any school from the text. Which would you choose? Why?)	41.7	62.7	66.1
•			58.3	82.1	81.8
			50.0	55.9	54.8
•			45.8	63.5	63.5
			0.0	73.9	73.4
6. Response to te	ext - (6) / 20.0 Explain thinking using support from text / (Imagine you	I moved to a school from the text. Describe how it is different from your current school.)	45.8	67.9	67.3
Fiction S	elected Response: (Grade Level) / Outcome No. / O	utcome / (Item parameter)			
			91.7	88.7	88.3
			58.3	89.5	90.8
			66.7	76.4	79.2
 14. Inferential – 	(6) / 9.0 Integrate cueing systems to construct meaning. / (M	odesty defined. Which character was modest?)	58.3	83.3	85.0
15. Comprehens	sion – (6) / 12.0 Explain how text structures help the audience	e construct meaning / (What was the last event in the story?)	91.7	81.4	82.7
			58.3	73.0	76.0
17. Inferential –	(6) / 12.0 Explain how text structures help the audience cons	truct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)	58.3	64.1	65.7
			58.3	79.3	80.2
19. Comprehens	sion – (6) / 9.0 Integrate cueing systems to construct meaning	g. / (What is the meaning of a word in the text?)	75.0	74.4	73.0
	thension — (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Unique feature of a school) thension — (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Basic necessity in a school) ial — (6) / 10.5 Explain how text structures help the audience construct meaning / (Purpose of graphic in the heading) ial — (6) / 11.0 Integrate effective reading and viewing strategies / (Vising a new situation and applying to text (if a student moved to your school from another country in text - differences in ial — (6) / 11.0 Integrate effective reading and viewing strategies / (Verdicting how a new school will affect students) ial — (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) ial — (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (the situation that best matches the school)) ial — (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (the situation that best matches the school)) ial — (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 would you attend if given this hypothetical assignment) ial — (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?) to text — (6) / 20.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain) to text — (6) / 20.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain) 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 cu		33.3	60.5	56.1
Constructed Resp					
• • •	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) nosion - (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension), Unique feature of a school) ension - (6) / 13.0 Explain how text structures help the audience construct meaning (Purpose of graphic in the heading) 1- (6) / 13.0 Explain how text structures help the audience construct meaning (Purpose of graphic in the heading) 1- (6) / 13.0 Explain how text structures help the audience construct meaning (Purpose of graphic in the heading) 1- (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 1- (6) / 10.0 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) 1- (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (the situation that best matches the school)) 1- (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (the situation that best matches the school)) 1- (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (the situation that best matches the school)) 1- (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (the situation that best matches the school)) 1- (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (the situation that best matches the school) 1- (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (the situation that the organization in the text would you attend if given this hypothetical assignment) 1- (6) / 12.0 Explain thinking using personal connections / (Which school would you keast like to		50.0	57.0	57.9
•	, , , , , , , , , , , , , , , , , , , ,	, , , , , , , , , , , , , , , , , , , ,	50.0	55.1	56.7
			54.2	65.7	62.6
			58.3 50.0	58.8	56.8 67.9
			25.0	68.8 52.2	47.3
•		·		1	
7. interential – (6)	/ 20.0 Explain ininking using support from text. / (Main character de	iscribes riis erioris as Ino 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.

9/29/2015



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

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

School #: 398	Avoca Collegiate, Badger Grades: K-9	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=6]	[N=433]	[N=2,422]
Non-Fiction	ion Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Compreher 	nsion – (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
Compreher	nsion – (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 – school)	- (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 - differenc	res in 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 atter	nd) 100.0	86.1	86.9
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 assigr	nment) 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 Re	esponse 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
•	text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	100.0	82.1	81.8
•	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 t	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
	text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	75.0	73.9	73.4
6. Response to t	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
	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	nsion – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)	100.0	88.7	88.3
	- (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. Comprehens	nsion – (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. Comprehens	nsion – (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 Res				
1 /	6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	60.0	57.0	57.9
•	on – (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
• •	5) / 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
, ,	6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	100.0 80.0	58.8 68.8	56.8 67.9
	6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	80.0	52.2	47.3
•	ext = (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similar to the main character.) 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
7. IIIIereniiai – (6)	p/ 20.0 Explain ulinning using support from text. / (Main Character describes his efforts as INO big deal. Do you agree of disagree?)	80.0	/ 1.1	/1.0

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



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

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

School #: 400 Helen Tulk Ele	mentary, Bishop's Falls	Grades: K-6	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)		[N=13]	[N=433]	[N=2,422]
Non-Fiction Selecte	d Response: (Grade Level) / Outcome No. /	Outcome / (Item parameter)			
1. Comprehension – (6) / 11.0 I	ntegrate 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 I	ntegrate effective reading and viewing strategies / ((Read for content meaning (Comprehension).Basic necessity in a school)	100.0	94.1	94.6
	how text structures help the audience construct m		88.9	92.5	94.4
4. Inferential – (6) / 11.0 Integra school)	te 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	100.0	92.3	94.5
,	te effective reading and viewing strategies /(Predi	cting how a new school will affect students)	66.7	84.0	86.3
()	e cueing systems to construct meaning / (What is th	· · · · · · · · · · · · · · · · · · ·	55.6	77.6	80.3
. ,	• •	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
		g a hypothetical situation and applying to text (the situation that best matches the school))	66.7	73.3	72.4
		g 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
		esizing information (how an organization in their own lives is similiar to the organization in the text)	33.3	46.7	48.7
Constructed Response	loin thinking using our ort from tout / //	attand any spheel from the text. Which would you shape? Why?)	44.4	60.7	66.4
	ain thinking using support from text / (Imagine you could a ain thinking using personal connections / (Which school w	attend any school from the text. Which would you choose? Why?)	66.7	62.7 82.1	66.1 81.8
	uate messages in texts / (Which school in text is most env		33.3	55.9	54.8
	ain thinking using personal connections / (Which school in		33.3	63.5	63.5
	uate messages in texts / (Which is purpose of the visual?)		55.6	73.9	73.4
		to a school from the text. Describe how it is different from your current school.)	44.4	67.9	67.3
Fiction Selected Respon	nse: (Grade Level) / Outcome No. / Outcome	e / (Item parameter)			
11. Comprehension - (6) / 11.0 I	ntegrate 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 Integra	e effective reading and viewing strategies. / (Which	h phrase best represents the message of the story?)	90.0	89.5	90.8
3. Inferential - (6) / 11.0 Integral	e effective reading and viewing strategies. / (Which	h word describes a character's feelings?)	90.0	76.4	79.2
4. Inferential – (6) / 9.0 Integrate	cueing systems to construct meaning. / (Modesty of	defined. Which character was modest?)	90.0	83.3	85.0
. ,		uct meaning / (What was the last event in the story?)	80.0	81.4	82.7
6. Inferential – (6) / 11.0 Integral	e 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
		eaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)	70.0	64.1	65.7
• • • • • •	•	the ordeal, which phrase best describes the appearance of the main character?)	90.0	79.3	80.2
	egrate cueing systems to construct meaning. / (Who		90.0	74.4	73.0
• • • • • • • • • • • • • • • • • • • •	e effective reading and viewing strategies. / (What	· · · · · · · · · · · · · · · · · · ·	30.0	60.5	56.1
Constructed Response					
•	essages in texts / (How did the main character change thr	roughout the story?)	30.0	57.0	57.9
2.Comprehension – (6) / 12.0 Explain	n how text structures help the audience construct meanin	g. / (Place the events of the story in the correct order (Sequencing))	30.0	55.1	56.7
		st describes the relationship between two characters in the story?)	50.0	65.7	62.6
* *	essages in texts / (Name one other courageous person in	• •	40.0	58.8	56.8
		ter appropriate dialoque between two characters in the text?)	90.0	68.8	67.9
		e when you had an experience similiar to the main character.)	50.0	52.2	47.3
7. Inferential – (6) / 20.0 Explain thin	king using support from text. / (Main character describes l	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.

9/29/2015



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

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

	Lakeside Academy, Buchans Grades: K-12	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=4]	[N=433]	[N=2,422]
Non-Fiction	ion Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	School data		
1. Compreher	ension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Unique feature of a school)	with 5 or fewe	r 81.9	79.0
Compreher	ension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Basic necessity in a school)	students	94.1	94.6
 Inferential – 	I − (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	withheld for	92.5	94.4
4. Inferential -	l – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school fr		92.3	94.5
school)		confidentiality		
	l – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	•	84.0	86.3
	l – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)		77.6	80.3
	I – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, wh		86.1	86.9
	I – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best mate	· ·	73.3	72.4
	l − (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you a		83.5	83.1
10. Inferential –	(Synthesizing information (how an organization in their own lives is similiar to the lives in lives	e organization in the text)	46.7	48.7
Constructed Re-	Response 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
•	text – (6) / 21.0 Explain trimking using support norm text / (imagine you could attend any school norm the text. Which would you choose: Why:) text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		82.1	81.8
•	text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		55.9	54.8
4. Response to t	text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.5	63.5
•	o text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.9	73.4
6. Response to t	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
	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	nsion – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		88.7	88.3
	- (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		89.5	90.8
	- (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		76.4	79.2
	- (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		83.3	85.0
•	nsion – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)		81.4	82.7
	- (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
	- (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which	• • •	64.1	65.7
	- (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main characteristics) (2) (4) (4) (5) (6) (7) (7) (7) (7) (7) (7) (7) (7) (7) (7	acter?)	79.3	80.2
	nsion – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)		74.4	73.0
0. Inferential –	– (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)		60.5	56.1
Constructed Res	·		57.0	57.0
, ,	(6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		57.0 55.1	57.9 56.7
•	on – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing)) (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
	6)/21.0 Explain trinking using support from text/ (what word do you trink best describes the relationship between two characters in the story?) (6)/21.0 Evaluate messages in texts/(Name one other courageous person in the story.)		58.8	56.8
• •	(6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)		68.8	67.9
, ,	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
•	(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.

9/29/2015 12:04:24PM



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

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

School #: 405	Cottrell's Cove Academy, Cottrell's Cove Grades: K-2,4-6,8-10,12	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=1]	[N=433]	[N=2,422]
Non-Fiction	tion Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	School data		
1. Comprehei	ension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Unique feature of a school)	with 5 or fewer	81.9	79.0
 Comprehei 	ension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)	students	94.1	94.6
 Inferential - 	I – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	withheld for	92.5	94.4
4. Inferential -	I – (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 -		92.3	94.5
school)		confidentiality.		
Inferential -	I – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	,	84.0	86.3
	I – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)		77.6	80.3
7. Inferential -	I – (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	l you attend)	86.1	86.9
	I – (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 -	l – (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 hypothetic	cal assignment)	83.5	83.1
10. Inferential -	I – (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 Re	Response 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
•	text = (6) / 21.0 Explain thinking using support from text / (imagine you could attend any scribor from the text. Which would you choose? Why?) text = (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		82.1	81.8
•	text = (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		55.9	54.8
•	o 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	o text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.9	73.4
6. Response to	o 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 S	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehen	nsion – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		88.7	88.3
2. Inferential -	– (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		89.5	90.8
3. Inferential -	– (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		76.4	79.2
4. Inferential -	– (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		83.3	85.0
5. Comprehen	ension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)		81.4	82.7
6. 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
7. 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
8. 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
9. Comprehen	ension – (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 Res	esponse			
,	(6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		57.0	57.9
	on – (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
•	(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
•	(6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		58.8	56.8
	(6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)		68.8	67.9
•			52.2	47.3
7. interential – (6	(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.



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

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

School #: 406	Fitzgerald Academy, English Harbour West Grades: K-12	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=3]	[N=433]	[N=2,422]
Non-Fiction	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	 School data		
1. Comprehen	nsion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Unique feature of a school)	with 5 or fewer	81.9	79.0
2. Comprehen	nsion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)	students	94.1	94.6
	- (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	withheld for	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	reasons of	92.3	94.5
school)		confidentiality.		
	- (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	•	84.0	86.3
	- (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)		77.6	80.3
	- (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
	- (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
	- (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	nt)	83.5	83.1
0. 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 Re			62.7	66.1
•	text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?) text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		82.1	81.8
	text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		55.9	54.8
•	text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.5	63.5
•	text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.9	73.4
6. Response to t	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 S	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	sion – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		88.7	88.3
	· (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		89.5	90.8
	(6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		76.4	79.2
. Inferential –	(6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		83.3	85.0
5. Comprehens	sion – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)		81.4	82.7
6. 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
	(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
	(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
	sion – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)		74.4	73.0
•	· (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)		60.5	56.1
Constructed Res	sponse			
)/22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		57.0	57.9
•	n – (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)/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
	3)/21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		58.8	56.8
	s) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)		68.8	67.9
•	ext – (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. interential – (6)	i) / 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.

9/29/2015 12:04:24PM



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

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

School #: 407	Bay d'Espoir Academy, Milltown	Grades: K-12	School	Region	Province
Item	Cognitive Level - Outcome (item paramete	n	[N=10]	[N=433]	[N=2,422]
Non-Fiction	ion Selected Response: (Grade Level) / Outcor	me No. / Outcome / (Item parameter)			
 Comprehei 	nsion – (6) / 11.0 Integrate effective reading and viewing stra	ategies / (Read for content meaning (Comprehension). Unique feature of a school)	28.6	81.9	79.0
•	()	ntegies / (Read for content meaning (Comprehension).Basic necessity in a school)	100.0	94.1	94.6
	– (6) / 13.0 Explain how text structures help the audience co.		85.7	92.5	94.4
 Inferential - school) 	- (6) / 11.0 Integrate effective reading and viewing strategies	s / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in	100.0	92.3	94.5
5. Inferential -	– (6) / 11.0 Integrate effective reading and viewing strategies	s / (Predicting how a new school will affect students)	100.0	84.0	86.3
	- (6) / 9.0 Integrate cueing systems to construct meaning / (1		71.4	77.6	80.3
7. Inferential -	- (6) / 11.0 Integrate effective reading and viewing strategies	s / (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	s / (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	s / (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
		s / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)	28.6	46.7	48.7
Constructed Re	•	you could attend any school from the text. Which would you choose? Why?)	14.3	62.7	66.1
•	text – (6) / 21.0 Explain thinking using personal connections / (Which		85.7	82.1	81.8
•	text - (6) / 22.0 Evaluate messages in texts / (Which school in text is		42.9	55.9	54.8
4. Response to	text - (6) / 21.0 Explain thinking using personal connections / (Which	h school in text is most appropriate for your community? Explain)	42.9	63.5	63.5
	text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the		57.1	73.9	73.4
6. Response to	text - (6) / 20.0 Explain thinking using support from text / (Imagine ye	ou moved to a school from the text. Describe how it is different from your current school.)	85.7	67.9	67.3
	Selected Response: (Grade Level) / Outcome No. / (
	nsion - (6) / 11.0 Integrate effective reading and viewing stra		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. / (I	Modesty defined. Which character was modest?)	87.5	83.3	85.0
15. Comprehen	nsion – (6) / 12.0 Explain how text structures help the audien	ce 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
		nstruct 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. Comprehen	nsion – (6) / 9.0 Integrate cueing systems to construct meani	ng. / (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)	25.0	60.5	56.1
Constructed Res	•				
•	6) / 22.0 Evaluate messages in texts / (How did the main character of		43.8	57.0	57.9
•	1	ct meaning. / (Place the events of the story in the correct order (Sequencing))	37.5	55.1	56.7
•	, , , , , , , , , , , , , , , , , , , ,	nu think best describes the relationship between two characters in the story?)	37.5	65.7	62.6
•	6) / 21.0 Evaluate messages in texts / (Name one other courageous	person in the story.) ing character appropriate dialoque between two characters in the text?)	0.0 75.0	58.8 68.8	56.8 67.9
		ing character appropriate dialoque between two characters in the text?) bout a time when you had an experience similiar to the main character.)	37.5	52.2	47.3
	6) / 20.0 Explain thinking using personal connections? (Per a		25.0	71.1	71.0
r. IIIIGIGIIIIAI — (U	ין, בס.ט באףומווז נווווואוווץ עטוווץ טעףףטוג ווטווו נפאנ. / (Maill Chardcler (resolutes his entrits as the big deal. De you agree or uisagree:)	20.0	'':'	/ 1.0

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



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

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

School #: 409 Indian Rive	er Academy, Springdale Grades: K-6	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=9]	[N=433]	[N=2,422]
Non-Fiction Selec	cted Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 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
 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 Exp	plain 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 Integ	grate 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 88.9	92.3	94.5
5. Inferential – (6) / 11.0 Integ	grate effective reading and viewing strategies / (Predicting how a new school will affect students)	66.7	84.0	86.3
6. Inferential – (6) / 9.0 Integr	rate cueing systems to construct meaning / (What is the meaning of the word?)	44.4	77.6	80.3
7. Inferential – (6) / 11.0 Integ	grate 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 Integ	grate 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
	grate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetic	cal assignment) 77.8	83.5	83.1
10. Inferential – (6) / 11.0 Integ	grate 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 E	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
,	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 E	Evaluate messages in texts / (Which school in text is most environmentally friendly?)	66.7	55.9	54.8
	Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	72.2	63.5	63.5
	valuate messages in texts / (Which is purpose of the visual?)	88.9	73.9	73.4
6. Response to text - (6) / 20.0 Ex	xplain 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
	ponse: (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
	grate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)	100.0	89.5	90.8
	grate effective reading and viewing strategies. / (Which word describes a character's feelings?)	66.7	76.4	79.2
	rate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	88.9	83.3	85.0
15. Comprehension – (6) / 12.0	0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)	66.7	81.4	82.7
	grate 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 Expla	ain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely s	say it?) 44.4	64.1	65.7
	grate 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 Integ	grate effective reading and viewing strategies. / (What is the literary device? (simile)	22.2	60.5	56.1
Constructed Response				
• *	e messages in texts / (How did the main character change throughout the story?)	38.9	57.0	57.9
	plain 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
	thinking using support from text / (What word do you think best describes the relationship between two characters in the story?) e messages in texts / (Name one other courageous person in the story.)	83.3 44.4	65.7	62.6
	e messages in texts / (Name one other courageous person in the story.) e messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	44.4	58.8 68.8	56.8 67.9
	Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	66.7	52.2	47.3
	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
7. mierendai – (0) / 20.0 Explain t	umming during support from total. / (want distributed to solidits as the big deal. Do you agree of disagree;)	44.4	'''	'1.0

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

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



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

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

School #: 413	Holy Cross School Complex, Eastport Grades: K-12	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=5]	[N=433]	[N=2,422]
Non-Fictio	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	School data		
1. Comprehens	sion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)	with 5 or fewer	81.9	79.0
2. Comprehens	sion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)	students	94.1	94.6
Inferential –	- (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	withheld for	92.5	94.4
. 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 - diffe	erences in reasons of	92.3	94.5
school)		confidentiality.		
	- (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	•	84.0	86.3
	- (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)		77.6	80.3
	- (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
	- (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
	- (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 as	ssignment)	83.5	83.1
0. 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 Res	sponse ext – (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
•	ext – (6) / 21.0 Explain thinking using support from text / (imagine you could attend any scrioor from the text. Which would you choose? Why?) ext – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		82.1	81.8
•	ext – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		55.9	54.8
•	ext – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.5	63.5
•	ext – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		73.9	73.4
6. Response to te	ext - (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 Se	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Comprehens 	sion – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		88.7	88.3
. Inferential – ((6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		89.5	90.8
3. Inferential – ((6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		76.4	79.2
I. Inferential – ((6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		83.3	85.0
	sion – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)		81.4	82.7
s. 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
. 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 in	it?)	64.1	65.7
3. 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
9. Comprehens	sion – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)		74.4	73.0
). Inferential – ((6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)		60.5	56.1
Constructed Resp	ponse			
٠,) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		57.0	57.9
•	n – (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
٠,)/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
) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		58.8	56.8
) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) ext – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)		68.8	67.9
•			52.2	47.3
7. interential – (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.

9/29/2015



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

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

School #: 414 Fogo Island Central Academy, Fogo Island	Grades: K-12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)		[N=9]	[N=433]	[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 cont	ent 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 cont	ent 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/ (Purp		87.5	92.5	94.4
 Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation school) 	on and applying to text (if a student moved to your school from another country in text - differences in	87.5	92.3	94.5
5. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a ne	ew 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		62.5	77.6	80.3
	on 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 hypothetic		62.5	73.3	72.4
	on 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 inform		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 scho	and from the text. Which would you choose? Why?)	87.5	62.7	66.1
2. Response to text – (6) / 21.0 Explain trinking using personal connections / (Which school would you least I		75.0	82.1	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally fri		37.5	55.9	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most ap	• •	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	n 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 para	ameter)			
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 described)	pes a character's feelings?)	57.1	76.4	79.2
14. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which	h 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 de	scribes 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. / (Image)		42.9	64.1	65.7
18. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, wh	ich 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 mean		85.7	74.4	73.0
20. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary		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 sto		71.4	57.0	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the e	, , , , , , , , , , , , , , , , , , , ,	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.)	dialogue haterage tree above atom in the touto)	57.1	58.8	56.8
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate		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		28.6	52.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes his efforts as "N	o 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.

9/29/2015



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

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

School #: 416 Sr	mallwood Academy, Gambo	Grades: K-12	School	Region	Province
Item	Cognitive Level - Outcome (item parame	ter)	[N=9]	[N=433]	[N=2,422]
Non-Fiction	Selected Response: (Grade Level) / Outco	ome No. / Outcome / (Item parameter)			
 Comprehension - 	- (6) / 11.0 Integrate effective reading and viewing si	rategies / (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 st	rategies / (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 of	construct meaning/ (Purpose of graphic in the heading)	100.0	92.5	94.4
4. Inferential – (6) / school)	11.0 Integrate effective reading and viewing strategi	es / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in	100.0	92.3	94.5
5. Inferential – (6) /	11.0 Integrate effective reading and viewing strategi	es / (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 strategi	es / (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 strategi	es / (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 strategi	es / (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
		es / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)	50.0	46.7	48.7
Constructed Respons		e you could attend any school from the text. Which would you choose? Why?)	50.0	62.7	66.1
•	(6) / 21.0 Explain thinking using support from text / (imaging		66.7	82.1	81.8
	(6) / 22.0 Evaluate messages in texts / (Which school in tex		33.3	55.9	54.8
		ich school in text is most appropriate for your community? Explain)	58.3	63.5	63.5
	(6) / 22.0 Evaluate messages in texts / (Which is purpose of		33.3	73.9	73.4
6. Response to text - (6	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 Select	ted Response: (Grade Level) / Outcome No. /	Outcome / (Item parameter)			
11. Comprehension -	 (6) / 11.0 Integrate effective reading and viewing st 	rategies. / (Why did the main character go on an adventure?)	87.5	88.7	88.3
12. Inferential – (6) / 1	11.0 Integrate effective reading and viewing strategie	es. / (Which phrase best represents the message of the story?)	87.5	89.5	90.8
3. Inferential - (6) / 1	11.0 Integrate effective reading and viewing strategie	es. / (Which word describes a character's feelings?)	75.0	76.4	79.2
4. Inferential - (6) / 9	9.0 Integrate cueing systems to construct meaning. /	(Modesty defined. Which character was modest?)	100.0	83.3	85.0
5. Comprehension -	- (6) / 12.0 Explain how text structures help the audie	nce construct meaning / (What was the last event in the story?)	87.5	81.4	82.7
16. Inferential – (6) / 1	11.0 Integrate effective reading and viewing strategie	es. / (Which word best describes how the main character felt at this point in the story?)	75.0	73.0	76.0
7. Inferential – (6) / 1	12.0 Explain how text structures help the audience of	onstruct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)	62.5	64.1	65.7
8. Inferential – (6) / 1	11.0 Integrate effective reading and viewing strategie	es. / (After the ordeal, which phrase best describes the appearance of the main character?)	100.0	79.3	80.2
	- (6) / 9.0 Integrate cueing systems to construct meal		62.5	74.4	73.0
•	11.0 Integrate effective reading and viewing strategie		87.5	60.5	56.1
Constructed Response	•				
, ,	D Evaluate messages in texts / (How did the main characte		56.3	57.0	57.9
	·	ruct meaning. / (Place the events of the story in the correct order (Sequencing))	50.0	55.1	56.7
, ,		you think best describes the relationship between two characters in the story?)	43.8	65.7	62.6
	O Evaluate messages in texts / (Name one other courageon		62.5 75.0	58.8 68.8	56.8 67.9
		using character appropriate dialoque between two characters in the text?) I about a time when you had an experience similiar to the main character.)	75.0 75.0	52.2	47.3
			75.0 75.0	71.1	71.0
7. iriiereriual – (6) / 20.0	υ ⊑хріані інінікініў using support from text. / (Main characte	r describes his efforts as "No big deal." Do you agree or disagree?)	/5.0	1	/1.0

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



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

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

School #: 417	Gander Academy, Gander	Grades: K-6	School	Region	Province
Item	Cognitive Level - Outcome (item pai	rameter)	[N=80]	[N=433]	[N=2,422]
Non-Ficti	ion Selected Response: (Grade Level) / C	Outcome No. / Outcome / (Item parameter)			
	• • • • • • • • • • • • • • • • • • • •	ing strategies / (Read for content meaning (Comprehension).Unique feature of a school)	81.1	81.9	79.0
		ing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)	93.2	94.1	94.6
		nce construct meaning/ (Purpose of graphic in the heading)	93.2	92.5	94.4
4. Inferential	• • • • • • • • • • • • • • • • • • • •	ategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in	91.9	92.3	94.5
school) 5. Inferential	- (6) / 11.0 Integrate effective reading and viewing str	ategies / (Predicting how a new school will affect students)	77.0	84.0	86.3
	- (6) / 9.0 Integrate cueing systems to construct mean		83.8	77.6	80.3
		ategies / (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
		ategies / (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 str	ategies / (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
		ategies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)	44.6	46.7	48.7
Constructed Re	•				
•		nagine you could attend any school from the text. Which would you choose? Why?)	62.2	62.7	66.1
	text – (6) / 21.0 Explain thinking using personal connections text – (6) / 22.0 Evaluate messages in texts / (Which school		83.8 53.4	82.1 55.9	81.8 54.8
,	()	/ (Which school in text is most appropriate for your community? Explain)	60.8	63.5	63.5
•	text – (6) / 22.0 Evaluate messages in texts / (Which is purpo		73.0	73.9	73.4
		agine you moved to a school from the text. Describe how it is different from your current school.)	66.9	67.9	67.3
Fiction S	Selected Response: (Grade Level) / Outcome	No. / Outcome / (Item parameter)			
		ing 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 stra	ategies. / (Which phrase best represents the message of the story?)	86.7	89.5	90.8
		ntegies. / (Which word describes a character's feelings?)	70.7	76.4	79.2
		ing. / (Modesty defined. Which character was modest?)	82.7	83.3	85.0
		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 stra	ategies. / (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 audien	nce 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 stra	ntegies. / (After the ordeal, which phrase best describes the appearance of the main character?)	84.0	79.3	80.2
19. Compreher	nsion – (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
	- (6) / 11.0 Integrate effective reading and viewing stra		62.7	60.5	56.1
Constructed Res	esponse				
1. Inferential – (6	6) / 22.0 Evaluate messages in texts / (How did the main cha	aracter change throughout the story?)	52.7	57.0	57.9
,	,	construct meaning. / (Place the events of the story in the correct order (Sequencing))	54.1	55.1	56.7
		rd do you think best describes the relationship between two characters in the story?)	64.9	65.7	62.6
	6) / 21.0 Evaluate messages in texts / (Name one other cour		56.8	58.8	56.8
		lloon using character appropriate dialoque between two characters in the text?) / (Tell about a time when you had an experience similiar to the main character.)	66.2 51.4	68.8 52.2	67.9 47.3
•		raracter describes his efforts as "No biq deal." Do you agree or disagree?)	68.9	_	1
7. mierentiai – (6	יט / בט.ט באףואווו נווורוגוווץ using support from text. / (Main cha	aracter describes this entrits as 140 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.



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

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

School #: 421	Lakewood Academy, Glenwood Grades: K-12		School	Region	Province
Item	Cognitive Level - Outcome (item parameter)		[N=7]	[N=433]	[N=2,422]
Non-Fictio	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1. Comprehens	nsion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehensior).Unique feature of a school)	100.0	81.9	79.0
2. Comprehens	nsion – (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 – school)	- (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a st	udent moved to your school from another country in text - differences in	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	vanted 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 te	xt (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 Res	sponse ext – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would yo	u chaose2 Whv2)	83.3	62.7	66.1
•	ext – (6) / 21.0 Explain thinking using support from text / (magine you could attend any scrioor from the text. Which would you least like to attend? Explain)	ronouse: why:	100.0	82.1	81.8
•	ext – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		58.3	55.9	54.8
,	ext – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Ex	rplain)	66.7	63.5	63.5
5. Response to te	ext – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		33.3	73.9	73.4
6. Response to te	ext - (6) / 20.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is diffe	rent from your current school.)	66.7	67.9	67.3
Fiction Se	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
 Comprehens 	sion $-$ (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adve	nture?)	100.0	88.7	88.3
	(6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the	e story?)	100.0	89.5	90.8
 Inferential – ((6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		75.0	76.4	79.2
4. Inferential - ((6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		75.0	83.3	85.0
Comprehens	sion – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in ti	ne story?)	100.0	81.4	82.7
6. Inferential - ((6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main characteristics)	er felt at this point in the story?)	75.0	73.0	76.0
7. Inferential – ((6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical stat	ement was in the text. Which character would most likely say it?)	50.0	64.1	65.7
8. 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
9. Comprehens	sion – (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
	(6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)		25.0	60.5	56.1
Constructed Resp	ponse				
, ,) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		75.0	57.0	57.9
•	n – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct of	() 6//	75.0	55.1	56.7
)/20.0 Explain thinking using support from text/(What word do you think best describes the relationship between two charac	ters in the story?)	50.0	65.7	62.6
, ,) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	in the toy(2)	75.0 75.0	58.8 68.8	56.8 67.9
, ,) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters ext – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the ma		75.0 50.0	52.2	47.3
•				1	1
7. interential – (6))/20.0 Explain thinking using support from text./(Main character describes his efforts as "No big deal." Do you agree or disa	yree <i>!)</i>	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.



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

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

School #: 422 Glovertown Academy, Glovertown	Grades: K-12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)		[N=11]	[N=433]	[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 m	neaning/ (Purpose of graphic in the heading)	100.0	92.5	94.4
 Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using school) 	a new situation and applying to text (if a student moved to your school from another country in text - differences in	100.0	92.3	94.5
5. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Prediction)	icting 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	ne 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)	g a hypothetical situation and applying to text (the situation that best matches the school))	100.0	73.3	72.4
	g 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
 Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synth 	esizing 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 v		87.5	82.1	81.8
3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most en		56.3	55.9	54.8
4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in	n 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	e / (Item parameter)			
1. Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. /		77.8	88.7	88.3
2. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Whic		100.0	89.5	90.8
3. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Whic		66.7	76.4	79.2
4. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty	defined. Which character was modest?)	77.8	83.3	85.0
5. Comprehension – (6) / 12.0 Explain how text structures help the audience consti	ruct meaning / (What was the last event in the story?)	88.9	81.4	82.7
6. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which	n word best describes how the main character felt at this point in the story?)	88.9	73.0	76.0
7. Inferential – (6) / 12.0 Explain how text structures help the audience construct m	eaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)	44.4	64.1	65.7
8. 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
9. Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (Wh	at is the meaning of a word in the text?)	66.7	74.4	73.0
0. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What	is the literary device? (simile)	66.7	60.5	56.1
Constructed Response				
$1.\ Inferential-(6) \ /\ 22.0\ Evaluate\ messages\ in\ texts \ /\ (How\ did\ the\ main\ character\ change\ things)$		50.0	57.0	57.9
2.Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning		33.3	55.1	56.7
3. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think be		77.8	65.7	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in	• •	55.6 55.6	58.8 68.8	56.8 67.9
 Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using characters) Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time) 	· · · · · · · · · · · · · · · · · · ·	88.9	52.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using support from text. / (Main character describes	nis erioris as איט שוק מפאו. ביט 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.

9/29/2015



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

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

School #: 426	Hillview Academy, Norris Arm Grades: K-9	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=6]	[N=433]	[N=2,422]
Non-Fiction	tion Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Compreher 	ension – (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. Comprehen	ension – (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
	I – (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 - school)	I – (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 anot		92.3	94.5
5. Inferential -	I – (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 -	I – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)	100.0	77.6	80.3
7. Inferential -	I – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school	ol in the text should you attend) 100.0	86.1	86.9
8. Inferential -	I – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the		73.3	72.4
9. Inferential -	I – (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 g	given this hypothetical assignment) 66.7	83.5	83.1
	I – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organi		46.7	48.7
Constructed Re	Response o 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
•	o text = (6) / 20.0 Explain thinking using support from text / (imagine you could attend any scribor from the text. which would you choose? why?) text = (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	66.7	82.1	81.8
•	text = (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	66.7	55.9	54.8
•	o 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
•	o text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	100.0	73.9	73.4
6. Response to t	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 S	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Comprehens	ension – (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. Comprehens	ension – (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
	- (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which characte		64.1	65.7
	- (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
	ension – (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
	- (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)	100.0	60.5	56.1
Constructed Res	esponse			
1. Inferential – (6,	(6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	66.7	57.0	57.9
	ion – (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
, ,	(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
, ,	(6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	100.0	58.8	56.8
	(6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	100.0	68.8	67.9
•	text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	33.3	52.2	47.3
7. Inferential – (6,	(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.

9/29/2015



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

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

School #: 478 New World Island Academy, Summerford Grades: K-12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=14]	[N=433]	[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
2. 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
3. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	90.9	76.4	79.2
4. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	100.0	83.3	85.0
5. 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
6. 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
7. 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
8. 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
9. 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 dialogue 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 similiar 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.

9/29/2015



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

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

	Lake Academy, Fortune	Grades: K-7	School	Region	Province
Item	Cognitive Level - Outcome (item parar	neter)	[N=11]	[N=1,458]	[N=2,422]
Non-Fiction	on Selected Response: (Grade Level) / Ou	tcome No. / Outcome / (Item parameter)			
1. Comprehen	• • • • • • • • • • • • • • • • • • • •	strategies / (Read for content meaning (Comprehension).Unique feature of a school)	62.5	79.2	79.0
		strategies / (Read for content meaning (Comprehension).Basic necessity in a school)	100.0	94.9	94.6
		e construct meaning/ (Purpose of graphic in the heading)	75.0	95.0	94.4
4. Inferential –	• • • • • • • • • • • • • • • • • • • •	egies / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in	75.0	95.7	94.5
school) 5. Inferential –	(6) / 11 0 Integrate effective reading and viewing strate	egies / (Predicting how a new school will affect students)	07.5	07.0	00.0
	- (6) / 9.0 Integrate enective reading and viewing strate - (6) / 9.0 Integrate cueing systems to construct meaning		87.5 50.0	87.8 82.2	86.3 80.3
		egies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)		_	
		egies / (Linking a hypothetical situation and applying to text (the situation that best matches the school))	50.0 37.5	87.2 72.3	86.9 72.4
	• •	egies / (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
		egies / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)	25.0	50.7	48.7
Constructed Res	eanons				
	•	gine you could attend any school from the text. Which would you choose? Why?)	57.1	65.7	66.1
•	ext – (6) / 21.0 Explain thinking using personal connections / (57.1	81.4	81.8
	ext – (6) / 22.0 Evaluate messages in texts / (Which school in		21.4	54.4	54.8
•		Which school in text is most appropriate for your community? Explain)	71.4	63.8	63.5
	ext – (6) / 22.0 Evaluate messages in texts / (Which is purpose		57.1	74.3	73.4
6. Response to te	ext - (6) / 20.0 Explain thinking using support from text / (Imagi	ne you moved to a school from the text. Describe how it is different from your current school.)	71.4	67.2	67.3
Fiction S	Selected Response: (Grade Level) / Outcome No	o. / Outcome / (Item parameter)			
11. Comprehens	sion - (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 strate	gies. / (Which phrase best represents the message of the story?)	80.0	92.3	90.8
	(6) / 11.0 Integrate effective reading and viewing strate		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. Comprehens	sion – (6) / 12.0 Explain how text structures help the au	dience 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 strate	gies. / (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 strate	gies. / (After the ordeal, which phrase best describes the appearance of the main character?)	60.0	80.7	80.2
19. Comprehens	sion – (6) / 9.0 Integrate cueing systems to construct me	paning. / (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 strate	gies. / (What is the literary device? (simile)	40.0	55.4	56.1
Constructed Res	nonse				
) / 22.0 Evaluate messages in texts / (How did the main chara	cter change throughout the story?)	50.0	56.8	57.9
. ,	,	nstruct meaning. / (Place the events of the story in the correct order (Sequencing))	40.0	58.8	56.7
,	,	do you think best describes the relationship between two characters in the story?)	30.0	62.1	62.6
)/21.0 Evaluate messages in texts/(Name one other courag		70.0	57.0	56.8
		n using character appropriate dialoque between two characters in the text?)	50.0	68.6	67.9
•		Fell about a time when you had an experience similiar to the main character.)	50.0	45.2	47.3
7 Information (6)) / 20 0 Explain thinking using support from text / (Main chara	cter describes his efforts as "No biq deal." Do you agree or disagree?)	80.0	71.7	71.0

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

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

9/29/2015



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

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

School #: 218	St. Joseph's Academy, Lamaline	Grades: K-12	School	Region	Province
Item	Cognitive Level - Outcome (item paramete	n	[N=5]	[N=1,458]	[N=2,422]
Non-Fiction	on Selected Response: (Grade Level) / Outcor	me No. / Outcome / (Item parameter)			T
	• • • •	ategies / (Read for content meaning (Comprehension). Unique feature of a school)	School data	79.2	79.0
		ntegies / (Read for content meaning (Comprehension). Basic necessity in a school)	with 5 or fewer	94.9	94.6
	- (6) / 13.0 Explain how text structures help the audience co		students	95.0	94.6
	• • • • • • • • • • • • • • • • • • • •	(Using a new situation and applying to text (if a student moved to your school from another country in text - differences in	withheld for		1
school)	(b) / 11.0 mograte encouve reading and viewing dualogies	Tooling a new dilation and applying to text (ii a dilatent moved to your content another country in text. amoronous in	reasons of confidentiality.	95.7	94.5
5. Inferential –	- (6) / 11.0 Integrate effective reading and viewing strategies	s / (Predicting how a new school will affect students)	community:	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	s / (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
 Inferential – 	- (6) / 11.0 Integrate effective reading and viewing strategies	s / (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	s / (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	s / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)		50.7	48.7
Constructed Res	sponse				
•	.,	you could attend any school from the text. Which would you choose? Why?)		65.7	66.1
	ext – (6) / 21.0 Explain thinking using personal connections / (Whic			81.4	81.8
•	ext – (6) / 22.0 Evaluate messages in texts / (Which school in text in			54.4	54.8
•	ext – (6) / 21.0 Explain thinking using personal connections / (Whic			63.8 74.3	63.5 73.4
	ext – (6) / 22.0 Evaluate messages in texts / (Which is purpose of t ext - (6) / 20.0 Explain thinking using support from text / (Imagine y	ou moved to a school from the text. Describe how it is different from your current school.)		67.2	67.3
Fistian C	Calcated Basis was (Out de Lavel) (Outcome No. (1	Duta and //tam navamatari			
	Selected Response: (Grade Level) / Outcome No. / (· · ·			
		ntegies. / (Why did the main character go on an adventure?)		88.7	88.3
		. / (Which phrase best represents the message of the story?)		92.3	90.8
	(6) / 11.0 Integrate effective reading and viewing strategies			80.3	79.2
	(6) / 9.0 Integrate cueing systems to construct meaning. / (I			85.6	85.0
•	• • • • • • • • • • • • • • • • • • • •	ce construct meaning / (What was the last event in the story?)		82.3	82.7
		/ (Which word best describes how the main character felt at this point in the story?)		77.7	76.0
	·	struct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)		66.8	65.7
		/ (After the ordeal, which phrase best describes the appearance of the main character?)		80.7	80.2
Comprehens	sion – (6) / 9.0 Integrate cueing systems to construct meani	ng. / (What is the meaning of a word in the text?)		72.8	73.0
.0. Inferential –	(6) / 11.0 Integrate effective reading and viewing strategies	/ (What is the literary device? (simile)		55.4	56.1
Constructed Res	ponse				
1. Inferential – (6))/22.0 Evaluate messages in texts/(How did the main character of	change throughout the story?)		56.8	57.9
,	1,	ct meaning. / (Place the events of the story in the correct order (Sequencing))		58.8	56.7
		u think best describes the relationship between two characters in the story?)		62.1	62.6
)/21.0 Evaluate messages in texts / (Name one other courageous			57.0	56.8
		ing character appropriate dialoque between two characters in the text?)		68.6	67.9
•		bout a time when you had an experience similiar to the main character.)		45.2	47.3
7. Interential – (6)) / 20.0 Explain thinking using support from text. / (Main character of	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.

9/29/2015



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

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

School #: 220	Sacred Heart Academy, Marystown	Grades: K-7	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)		[N=30]	[N=1,458]	[N=2,422]
Non-Fictio	on Selected Response: (Grade Level) / Outcome	No. / Outcome / (Item parameter)			
 Comprehen 	nsion – (6) / 11.0 Integrate effective reading and viewing strate	gies / (Read for content meaning (Comprehension).Unique feature of a school)	77.8	79.2	79.0
 Comprehen 	nsion – (6) / 11.0 Integrate effective reading and viewing strate	gies / (Read for content meaning (Comprehension).Basic necessity in a school)	96.3	94.9	94.6
	- (6) / 13.0 Explain how text structures help the audience cons		92.6	95.0	94.4
4. Inferential – school)	- (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	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 / (Wh	at 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
		(Synthesizing information (how an organization in their own lives is similiar to the organization in the text)	44.4	50.7	48.7
Constructed Res	•	u could attend any school from the text. Which would you choose? Why?)	77.8	65.7	66.1
•	text – (6) / 21.0 Explain thinking using personal connections / (Which s		88.9	81.4	81.8
•	text – (6) / 22.0 Evaluate messages in texts / (Which school in text is n		61.1	54.4	54.8
4. Response to to	text – (6) / 21.0 Explain thinking using personal connections / (Which s	chool in text is most appropriate for your community? Explain)	66.7	63.8	63.5
	text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the		85.2	74.3	73.4
6. Response to 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
	Selected Response: (Grade Level) / Outcome No. / Ou				
	sion - (6) / 11.0 Integrate effective reading and viewing strate		88.0	88.7	88.3
	(6) / 11.0 Integrate effective reading and viewing strategies. /		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. / (Mo	desty defined. Which character was modest?)	84.0	85.6	85.0
Comprehens	sion – (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 const	ruct 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
Comprehens	sion – (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 Res	sponse				
)/22.0 Evaluate messages in texts/(How did the main character cha		60.0	56.8	57.9
•	•	meaning. / (Place the events of the story in the correct order (Sequencing))	60.0	58.8	56.7
		hink best describes the relationship between two characters in the story?)	58.0	62.1	62.6
)/21.0 Evaluate messages in texts / (Name one other courageous per per per per per per per per per per		72.0 60.0	57.0 68.6	56.8 67.9
	ext – (6) / 21.0 Explain thinking using personal connections / (Tell abo		36.0	45.2	47.3
•	2) / 20.0 Explain thinking using support from text. / (Main character des	•	60.0	71.7	71.0
7. IIII GI GI III aI — (0)	, , 20.0 Ελριαίτι (πιτικτής using support from text. / (iviain character des	initibes file efforts as The big deal. Do you agree of disagree:)	00.0	'''	/ 1.0

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



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

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

School #: 223	Christ the King School, Rushoon Grades: K-12	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=7]	[N=1,458]	[N=2,422]
Non-Fiction	n Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehens	sion – (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. Comprehens	sion – (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 – (school)	(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	t - differences in 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 be a situation and applying to text(if you wanted special assistance, what school in the text should be a situation and applying to text(if you wanted special assistance, what school in the text should be a situation and applying to text(if you wanted special assistance, what school in the text should be a situation and applying to text(if you wanted special assistance, what school in the text should be a situation and applying to text(if you wanted special assistance).	uld you attend) 100.0	87.2	86.9
	(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 hypothe	etical assignment) 100.0	83.3	83.1
	(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 Resp	·	85.7	65.7	66.1
•	ext – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?) ext – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	57.1	81.4	81.8
•	ext – (6) / 22.0 Explain thinking using personal connections / (Which school in text is most environmentally friendly?)	71.4	54.4	54.8
•	ext – (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
•	ext – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	85.7	74.3	73.4
6. Response to tex	ext - (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 Se	elected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Comprehensi	sion – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)	100.0	88.7	88.3
2. Inferential – (6	(6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)	83.3	92.3	90.8
3. Inferential – (6	(6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	83.3	80.3	79.2
	(6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	100.0	85.6	85.0
5. Comprehensi	ion – (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
6. Inferential – (6	(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
	(6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most like		66.8	65.7
	(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
	sion – (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
	(6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)	33.3	55.4	56.1
Constructed Response	ponse			
1. Inferential – (6) /	/22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	75.0	56.8	57.9
	- (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
• • •	/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
	/21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	66.7	57.0	56.8
	/ 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
•	xt – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	50.0	45.2	47.3
7. Interential – (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.

9/29/2015



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

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

School #: 224 Donald C. Jamieson Academy, Burin Bay Arm Grades: K-7	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=27]	[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)	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
2. 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
3. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	75.0	80.3	79.2
4. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	83.3	85.6	85.0
5. 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
6. 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
7. 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
8. 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
9. 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 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 similiar 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.

9/29/2015



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

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

Item	Cognitive Level - Outcome (item parameter)	[N=6]	[N=1,458]	[N=2,422]
Non-Fiction	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	on – (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
•	n – (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
) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	100.0	95.0	94.4
•) / 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	100.0	95.7	94.5
school)	,, , , , , , , , , , , , , , , , , , ,	100.0	95.7	94.5
,) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	75.0	87.8	86.3
) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)	75.0	82.2	80.3
•) / 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 Respo				
	- (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
•	- (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	100.0 25.0	81.4 54.4	81.8 54.8
•	– (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?) – (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
•	- (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	75.0	74.3	73.4
	- (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 Sel	ected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	n – (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
Comprehension	n – (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
Comprehension	n – (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 Respo	nse			
1. Inferential – (6) / 2	2.0 Evaluate messages in texts / (How did the main character change throughout the story?)	100.0	56.8	57.9
•	(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
. ,	0.0 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
• •	1.0 Evaluate messages in texts / (Name one other courageous person in the story.)	75.0 75.0	57.0 68.6	56.8 67.9
. ,	2.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) - (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	75.0 50.0	45.2	47.3
•	0.0 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
7. IIII e I e I I I a I = (0) / 2	U.U. Explain uninking using support from text. / (iviain orial acter describes tills efforts as 140 big deal. Do you agree or disagree!)	100.0	'1.'	/1.0
				•

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

Province

Region

School



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

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

Near Selected Response: (Grade Level) / Outcome No. / Outcome (Item parameter) Near N	School #: 228	St. Lawrence Academy, St. Lawrence Grades: K-12	s	School	Region	Province
1. Comprehension — (a) // 1. O Integrate effective reading and viewing strategies / (Read for content mening (Comprehension), Biarcy for the Comprehension — (a) // 1. O Integrate effective reading and viewing strategies / (Read for content mening (Purpose of graphic in the heading) 1. Inferential — (a) // 1. D Integrate effective reading and viewing strategies / (Plant for content mening (Purpose of graphic in the heading) 1. Inferential — (a) // 1. D Integrate effective reading with viewing strategies / (Perdicting how a new school will affect attudents) 1. Inferential — (a) // 1. D Integrate affective reading and viewing strategies / (Perdicting how a new school will affect attudents) 1. Inferential — (a) // 1. D Integrate coursing systems to construct meaning / (What is the meaning of the worth) 1. Inferential — (a) // 1. D Integrate coursing systems to construct meaning / (What is the meaning of the worth) 1. Inferential — (a) // 1. D Integrate coursing systems to construct meaning / (What is the meaning of the worth) 1. Inferential — (a) // 1. D Integrate effective reading and viewing strategies / (Sign press strategies / Sign press strategies / (Sign press strategi	Item	Cognitive Level - Outcome (item parameter)			[N=1,458]	[N=2,422]
2. Comprehension—(iii) 11.0 Integrate effective reading and viewing strategies / (Read for content meaning Comprehension), Basics recossity in a school) Infarential—(iii) 11.0 Disagrate 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) Infarential—(iii) 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students) Infarential—(iii) 11.0 Integrate effective reading and viewing strategies / (Predicting how an ew school will affect students) Infarential—(iii) 11.0 Integrate effective reading and viewing strategies / (Predicting how an ew school will affect students) Infarential—(iii) 11.0 Integrate effective reading and viewing strategies / (Using a prevaluation and applying to text (if a student school in the text school in the text school in the text school in the text school in the text school in t	Non-Fiction	tion Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
2. Comprehension—(iii) 11.0 Integrate effective reading and viewing strategies (Read for content meaning (Comprehension), Basic necessity in a school) 3. Inferential—(iii) 11.0 Disagrate 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) 4. Inferential—(iii) 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) 5. Inferential—(iii) 12.0 Integrate effective reading and viewing strategies (Predicting how a new school will affect students) 6. Inferential—(iii) 11.0 Integrate effective reading and viewing strategies (Using a new situation and applying to text (if a student moved to your school in the text should you attend) 7. Inferential—(iii) 11.0 Integrate effective reading and viewing strategies (Using a new situation and applying to text (that school in the text should you attend) 7. Inferential—(iii) 11.0 Integrate effective reading and viewing strategies (Using a new situation and applying to text (that school in the text should you attend) 7. Inferential—(iii) 11.0 Integrate effective reading and viewing strategies (Using a new situation and applying to text (that school in the text students that school in the text students are school.) 8. Inferential—(iii) 11.0 Integrate effective reading and viewing strategies (Using a new situation and applying to text (that school in the text students the school in the text students are school.) 8. Inferential—(iii) 11.0 Integrate effective reading and viewing strategies (Using a new situation and applying to text (that school in the text sc	 Comprehei 	ension – (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
3. Infernantial—(iii) (1.30 Explain how text structures help the auclience construct meaning/ (Purpose of graphic in the heading) Infernantia—(iii) (1.10 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students) Infernantia—(iii) (1.10 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students) Infernantia—(iii) (1.10 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students) Infernantia—(iii) (1.10 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students) Infernantia—(iii) (1.10 Integrate effective reading and viewing strategies / (Illing a new school will affect students) Infernantia—(iii) (1.10 Integrate effective reading and viewing strategies / (Illing a new school will affect students) Infernantia—(iii) (1.10 Integrate effective reading and viewing strategies / (Illing a new school will apply to text (five students) that best matches the schooll) Infernantia—(iii) (1.10 Integrate effective reading and viewing strategies / (Illing a new school) Infernantia—(iii) (1.10 Integrate effective reading and viewing strategies / (Illing a new school will not not a new vocal you and the student dispose that the school) Infernatia—(iii) (1.10 Integrate effective reading and viewing strategies / (Illing and viewing	•					
4. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Lining a new situation and applying to text (6 as student moved to your school from another country in text - differences in school / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students) 5. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Lining a hybrid to text (6 you wanted special assistance, what school in the text should you attend) 7. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Lining a hybrid how and applying to text (ff you wanted special assistance, what school in the text should you attend) 7. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Lining a hybrid how and applying to text (five situation that best matches the school)) 7. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Lining a hybrid how and applying to text (five situation that best matches the school)) 7. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Lining a hybrid how and applying to text (five situation that best matches the school)) 7. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Lining a hybrid how and applying to text (five situation that best matches the school)) 7. Interential – (6) / 11.0 Integrate effective reading and viewing strategies / (Lining a hybrid how and applying to text (five situation that best matches the school)) 7. Interential – (6) / 11.0 Integrate effective reading and viewing strategies / (Mirho) with an assistance of text (Mirch strategies / Mirch school in that sort (Mirch school in the sort (Mirch school in that sort (Mirch school in that is most appropriate for your community? Explain) 7. Response to text – (6) / 2.0 Explain minimum university and university strategies / (Mirch school in the school in the school) 7. Response to text – (6) / 2.0 Explain minimum university and universi						
6. Inflamentatial — (6) / 19.0 Integrates cuainty systems to construct meaning / (What is the meaning of the word?) 7. Inflamentatial — (6) / 11.0 Integrate effective reading and viewing strategies / (Clinking a hypothetical situation and applying to text (file visitation that best matches the school) 7. Inflamentatial — (6) / 11.0 Integrate effective reading and viewing strategies / (Clinking a hypothetical situation and applying to text (file visitation that best matches the school) 7. Inflamentatial — (6) / 11.0 Integrate effective reading and viewing strategies / (Clinking a hypothetical situation and applying to text (file visitation that best matches the school) 7. Inflamentation — (6) / 11.0 Integrate effective reading and viewing strategies / (Significal situation and applying to text (file visitation that best matches the school) 7. Inflamentation — (6) / 11.0 Integrate effective reading and viewing strategies / (Significal situation and applying to text (file visitation that the organization in the text) 7. Response to text — (6) / 21.0 Explain thinking using support from text / (Which school in the text with a school from the text. Which would you choose? Why?) 7. Response to text — (6) / 21.0 Explain thinking using purporal currencetors? (Which school in the text with a school from the text. Which would you have the school from the text. Which would you have the school from the text. Which would you have the school from the text. Which would you have the school from the text. Which would you have the school from the text. Which would you have the school from the text. Which would you have the school from the text. Which would you have the school from the text. Which would you have the school from the text. Which would you have the school from the text. Which would you have the school from the text. Which would you have the school from the text. Which would you have the school from the text. Which would you have the school from the text. Which would you have the school from the text. Which would you		nl – (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 count				
6. Inflamentatial — (6) / 19.0 Integrates cuainty systems to construct meaning / (What is the meaning of the word?) 7. Inflamentatial — (6) / 11.0 Integrate effective reading and viewing strategies / (Clinking a hypothetical situation and applying to text (file visitation that best matches the school) 7. Inflamentatial — (6) / 11.0 Integrate effective reading and viewing strategies / (Clinking a hypothetical situation and applying to text (file visitation that best matches the school) 7. Inflamentatial — (6) / 11.0 Integrate effective reading and viewing strategies / (Clinking a hypothetical situation and applying to text (file visitation that best matches the school) 7. Inflamentation — (6) / 11.0 Integrate effective reading and viewing strategies / (Significal situation and applying to text (file visitation that best matches the school) 7. Inflamentation — (6) / 11.0 Integrate effective reading and viewing strategies / (Significal situation and applying to text (file visitation that the organization in the text) 7. Response to text — (6) / 21.0 Explain thinking using support from text / (Which school in the text with a school from the text. Which would you choose? Why?) 7. Response to text — (6) / 21.0 Explain thinking using purporal currencetors? (Which school in the text with a school from the text. Which would you have the school from the text. Which would you have the school from the text. Which would you have the school from the text. Which would you have the school from the text. Which would you have the school from the text. Which would you have the school from the text. Which would you have the school from the text. Which would you have the school from the text. Which would you have the school from the text. Which would you have the school from the text. Which would you have the school from the text. Which would you have the school from the text. Which would you have the school from the text. Which would you have the school from the text. Which would you have the school from the text. Which would you	5. Inferential -	l – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)		75.0	87.8	86.3
7. Inferential—(6) / 11.0 Integrate effective reading and viewing strategies / (Iking a pew situation and applying to text (ik) statuton that best matches the school) 7. Inferential—(6) / 11.0 Integrate effective reading and viewing strategies / (Iking a new situation and applying to text (ik) statuton that best matches the school) 7. Inferential—(6) / 11.0 Integrate effective reading and viewing strategies / (Simg a new situation and applying to text (ik) statuton that best matches the school) 7. Inferential—(6) / 11.0 Integrate effective reading and viewing strategies / (Simg a new situation and applying to text (ik) statuton that best matches the text should you statut for the organization in the text) 7. Integrated (6) / 11.0 Integrate effective reading and viewing strategies / (Simg a new situation and applying to text (ik) statuton that the vom lives is similar to the organization in the text) 7. Constructed Response 7. Response to text—(1) / 20.0 Explain thinking using paperon from text / (Impine pure could stand any school from the text. Which would you choose? Viity?) 7. Sequence to text—(1) / 20.0 Explain thinking using paperon from text / (Impine pure counterions / (I/Nthin school in text is most appropriate for your community? Explain) 7. Response to text—(1) / 20.0 Explain thinking using paperonal commencions / (I/Nthin school in text is most appropriate for your community? Explain) 7. Response to text—(1) / 20.0 Explain thinking using paperonal commencions / (I/Nthin school in text is most appropriate for your community? Explain) 7. Response to text—(1) / 20.0 Explain thinking using paperonal commencions / (I/Nthin school in text is most appropriate for your community? Explain) 7. Response to text—(1) / 20.0 Explain thinking using gusport from text / (I/Nthin school in text is most appropriate for your community? Explain) 7. Response to text—(1) / 20.0 Explain thinking using gusport from text / (I/Nthin school in text is most appropriate for your community? Explain) 7. Response to text—(1) / 20.0						
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) 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) 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) 10. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any achool from the text. Which would you choose? Why?) 10. Response to text – (6) / 20.0 Explain thinking using pursonal connections / (Which is should you used like to attend? Explain) 10. Response to text – (6) / 20.0 Explain thinking using pursonal connections / (Which is should you choose? Why?) 10. Response to text – (6) / 20.0 Explain thinking using support from text / (Imagine you could view used to attend the strategies of the views?) 10. Response to text – (6) / 20.0 Explain thinking using support from text with the strategies of the views? 10. 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.) 10. Comprehension – (8) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelinges?) 10. Inferential – (8) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelinges?) 10. Inferential – (8) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes the appearance of the story?) 10. Inferential – (8) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?) 10. Inferential – (8) / 12.0 Explain how text structures help the audience construct meaning			ext should you attend)			
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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?) 18. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?) 19. Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?) 20. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 21. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?) 22. Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing)) 23. 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?) 4. Inferential – (6) / 21.0 Explain thinking using support from text / (Name one other courageous person in the story.) 51. Inferential – (6) / 22.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)				87.5	82.3	82.7
18. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?) 19. Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?) 20. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 21. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?) 22. Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing)) 23. 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. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) 44. Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 45. Inferential – (6) / 22.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)				75.0	77.7	76.0
19. Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?) 20. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) Constructed Response 1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?) 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)) 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?) 4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) 5. Inferential – (6) / 22.0 Evaluate messages in texts / (Name one other courageous person in the story.) 5. Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.)			nost likely say it?)	62.5	66.8	65.7
20. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) Constructed Response 1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?) 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)) 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?) 4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) 5. Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.) 5. Inferential – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)				87.5	80.7	80.2
Constructed Response 1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?) 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)) 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?) 4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) 5. Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.)	Comprehen	ension – (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
1. Inferential — (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?) 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)) 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?) 4. Inferential — (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) 5. Inferential — (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.) 5. Inferential — (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.)	20. Inferential -	- (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)		50.0	55.4	56.1
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)) 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?) 6. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) 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.) 6. The story in the correct order (Sequencing)) 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.) 6. The story in the correct order (Sequencing)) 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.) 6. The story in the correct order (Sequencing)) 6. Sequencing) 6. Se		·				
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?) 4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) 5. Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.) 6. September 1. September 2. September 2. September 2. September 2. September 3. Se	•					
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) 5. Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.) 5. Session of text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.) 5. Session of text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)						
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.) 62.5 68.6 67.9 62.5 45.2 47.3	•					
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.) 62.5 45.2 47.3	•					
71.0						
		to, , 2010 Explain timining doing dappoint total finding and total and the big down. Do you agree or alloagies.		02.0		'

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



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

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

School #: 229	St. Joseph's All Grade, Terrenceville 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		
1. Comprehensi	ion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Unique feature of a school)	with 5 or fewer	79.2	79.0
Comprehensi	ion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)	students	94.9	94.6
3. Inferential – (6	6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	withheld for	95.0	94.4
4. Inferential – (6	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 - diff		95.7	94.5
school)		confidentiality.		
,	6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	•	87.8	86.3
	6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)		82.2	80.3
	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	u attend)	87.2	86.9
•	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
	'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 a	assignment)	83.3	83.1
0. Inferential – (6	(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 to text	oonse kt – (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
•	t – (6) / 21.0 Explain thinking using support norm text / finagine you could attend any school norm the text. Which would you choose: Why?)		81.4	81.8
•	tt – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		54.4	54.8
,	tt – (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	t – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		74.3	73.4
6. Response to text	t - (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 Sel	lected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Comprehension 	on – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		88.7	88.3
2. Inferential – (6	6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		92.3	90.8
3. Inferential – (6	6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		80.3	79.2
 Inferential – (6 	6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		85.6	85.0
Comprehension	on – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)		82.3	82.7
6. Inferential – (6	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
7. Inferential – (6	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
8. Inferential – (6	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
9. Comprehensio	on – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)		72.8	73.0
	6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)		55.4	56.1
Constructed Respo	onse			
٠,	22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		56.8	57.9
,	- (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
	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
٠,	21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		57.0 68.6	56.8 67.9
٠,	22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) t – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)		68.6 45.2	47.3
•				1
7. mrerentiai – (6) / 2	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.

9/29/2015



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

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

School #: 232	Matthew Elementary School, Bonavista Grades: K-6	Scho	ool Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=		[N=2,422]
Non-Fictio	ion Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Comprehen 	ension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Unique feature of a	school) 80.	79.2	79.0
	ension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Basic necessity in			94.6
	- (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	80.		94.4
4. Inferential – school)	- (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 100.	95.7	94.5
5. Inferential –	- (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	80.	87.8	86.3
	- (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)	73.		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 assist	tance, what school in the text should you attend) 73.	87.2	86.9
	- (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that			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 wo	uld you attend if given this hypothetical assignment) 93.	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 sim			48.7
Constructed Res	esponse 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.	65.7	66.1
•	text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	53.		81.8
	text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	30.		54.8
•	text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	66.		63.5
	text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	73.		73.4
6. Response to te	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 s	chool.) 70.	67.2	67.3
	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Comprehens	nsion – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)	90.	88.7	88.3
	- (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)	90.	92.3	90.8
13. Inferential –	– (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	81.	80.3	79.2
14. Inferential -	– (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	81.	85.6	85.0
15. Comprehens	nsion – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)	81.	82.3	82.7
	– (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in		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 tex	t. Which character would most likely say it?) 45.	5 66.8	65.7
	– (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the n	nain character?) 81.	80.7	80.2
19. Comprehens	nsion – (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)	27.	55.4	56.1
Constructed Res	·			
• • •	6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	54.	I	57.9
,	on – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	45.		56.7
	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.		62.6
	6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) 6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	54. 100.		56.8 67.9
	b) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	54.		47.3
•	6) / 20.0 Explain thinking using personal connections? (Tell about a time when you had an experience similar to the main character.)	72.		71.0
r. iiiieieiiuai – (0)	o, / 20.0 Explain unining using support from text. / (wain oral actain describes fils efforts as 110 big deal. Do you agree or disagree?)	12.	' ' ' ' '	'1.0

Note: percentages may not add to 100% due to missing values. Mushuau Innu Natuashish Source: Division of Evaluation and Research, Department of Education and Early Childhood Development



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

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

	Cognitive Level Outcome Litem parameter	[N=7]	[N=1,458]	[N_2 422]
Item	Cognitive Level - Outcome (item parameter)	[N=7]	[N=1,458]	[N=2,422]
	cted Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Unique feature of a school)	60.0	79.2	79.0
	.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)	100.0	94.9	94.6
• , ,	olain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	100.0	95.0	94.4
 Inferential – (6) / 11.0 Int 	egrate 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	100.0	95.7	94.5
school)				
` ,	egrate effective reading and viewing strategies / (Predicting how a new school will affect students)	100.0	87.8	86.3
` ,	grate cueing systems to construct meaning / (What is the meaning of the word?)	80.0	82.2	80.3
	egrate 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
	egrate 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
	egrate 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 Int	egrate 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				
	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
	Explain thinking using personal connections / (Which school would you least like to attend? Explain)	100.0 70.0	81.4 54.4	81.8 54.8
•	Evaluate messages in texts / (Which school in text is most environmentally friendly?) Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	90.0	63.8	63.5
	Evaluate messages in texts / (Which is purpose of the visual?)	80.0	74.3	73.4
	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 Res	ponse: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	.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 Inte	grate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)	80.0	92.3	90.8
	grate effective reading and viewing strategies. / (Which word describes a character's feelings?)	60.0	80.3	79.2
	rate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	100.0	85.6	85.0
	0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)	40.0	82.3	82.7
	grate 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
	ain 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
• • • • • • • • • • • • • • • • • • • •	grate 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
	grate effective reading and viewing strategies. / (What is the literary device? (simile)	80.0	55.4	56.1
Constructed Response				
Constructed Response 1 Inferential – (6) / 22 0 Evalua	e messages in texts / (How did the main character change throughout the story?)	70.0	56.8	57.9
• •	plain 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
	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
	e messages in texts / (Name one other courageous person in the story.)	100.0	57.0	56.8
5 .Inferential – (6) / 22.0 Evalua	e 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.)	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
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Note: percentages may not add to 100% due to missing values.

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

9/29/2015

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

Province

Region

School



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

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

School #: 237	Anthony Paddon Elementary, Musgravetown Grades: K-6	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=13]	[N=1,458]	[N=2,422]
Non-Fictio	ion Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Comprehen 	nsion – (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. Comprehen	nsion – (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 – school)	- (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 - difference of the country of the country in text - difference of the country of the country in text - difference of the country of	erences in 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) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)	75.0	82.2	80.3
	- (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		87.2	86.9
	- (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
	- (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 a		83.3	83.1
	- (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 Res	esponse 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
•	text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	91.7	81.4	81.8
•	text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	54.2	54.4	54.8
•	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 to	text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	66.7	74.3	73.4
6. Response to te	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
	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	nsion – (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
Comprehens	nsion – (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. Comprehens	nsion – (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 Res	sponse			
, ,	6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	37.5	56.8	57.9
•	on – (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
	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
	6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	66.7 50.0	57.0 68.6	56.8 67.9
	6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) lext – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	75.0	45.2	67.9 47.3
•		83.3	71.7	71.0
r. mierentiai – (6)	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	[1.7	/1.0

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



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

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

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-Fictio	n Selected Response: (Grade Level) / Outcom	ne No. / Outcome / (Item parameter)			T
		tegies / (Read for content meaning (Comprehension). Unique feature of a school)	School data	79.2	79.0
		tegies / (Read for content meaning (Comprehension).Basic necessity in a school)	with 5 or fewer	94.9	94.6
	(6) / 13.0 Explain how text structures help the audience co		students	95.0	94.6
	• • • • • • • • • • • • • • • • • • • •	/ (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in	withheld for		
school)	(0) 7 11.0 megrate encouve reading and viewing strategies	7 (osing a new situation and applying to text (ii a stadent moved to your school norm another country in text amorenees in	reasons of confidentiality.	95.7	94.5
	(6) / 11.0 Integrate effective reading and viewing strategies	,	•	87.8	86.3
. Inferential –	(6) / 9.0 Integrate cueing systems to construct meaning / (V	Vhat is the meaning of the word?)		82.2	80.3
. 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
		/ (Linking a hypothetical situation and applying to text (the situation that best matches the school))		72.3	72.4
		/ (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
o. 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 Res	•	and a stand any sale at from the text. Which would up about 2 Wh 2)		65.7	66.4
•	ext – (6) / 20.0 Explain thinking using support from text / (Imagine y ext – (6) / 21.0 Explain thinking using personal connections / (Whicl	you could attend any school from the text. Which would you choose? Why?)		65.7 81.4	66.1 81.8
•	ext – (6) / 21.0 Explain triffiking using personal connections / (which ext – (6) / 22.0 Evaluate messages in texts / (Which school in text is			54.4	54.8
•	ext – (6) / 21.0 Evaluate messages in texts / (Which school in text is ext – (6) / 21.0 Explain thinking using personal connections / (Which			63.8	63.5
•	ext – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the			74.3	73.4
		ou moved to a school from the text. Describe how it is different from your current school.)		67.2	67.3
Fiction Se	elected Response: (Grade Level) / Outcome No. / C	Outcome / (Item parameter)			
	sion – (6) / 11.0 Integrate effective reading and viewing stra			88.7	88.3
		/ (Which phrase best represents the message of the story?)		92.3	90.8
	(6) / 11.0 Integrate effective reading and viewing strategies.			80.3	79.2
	(6) / 9.0 Integrate cueing systems to construct meaning. / (N			85.6	85.0
	, , , , , , , , , , , , , , , , , , , ,	ee construct meaning / (What was the last event in the story?)		82.3	82.7
		/ (Which word best describes how the main character felt at this point in the story?)		77.7	76.0
		struct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)		66.8	65.7
	• • • • • • • • • • • • • • • • • • • •	/ (After the ordeal, which phrase best describes the appearance of the main character?)		80.7	80.2
	sion – (6) / 9.0 Integrate cueing systems to construct meaning			72.8	73.0
•	(6) / 11.0 Integrate effective reading and viewing strategies.			55.4	56.1
Constructed Resp	nonse				
	/22.0 Evaluate messages in texts / (How did the main character o	hange throughout the story?)		56.8	57.9
• • •	· · ·	ct meaning. / (Place the events of the story in the correct order (Sequencing))		58.8	56.7
•	• • •	u think best describes the relationship between two characters in the story?)		62.1	62.6
l. Inferential – (6)	/21.0 Evaluate messages in texts / (Name one other courageous	person in the story.)		57.0	56.8
		ng character appropriate dialoque between two characters in the text?)		68.6	67.9
6. Response to te	xt – (6) / 21.0 Explain thinking using personal connections / (Tell a	bout a time when you had an experience similiar to the main character.)		45.2	47.3
		lescribes 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.



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

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

School #: 242	Random Island Academy, Hickman's Harbour Grades: 1-12	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=4]	[N=1,458]	[N=2,422]
Non-Fiction	n Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	School data		
1. Comprehensi	sion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)	with 5 or fewer	79.2	79.0
2. Comprehensi	sion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)	students	94.9	94.6
3. Inferential – ((6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	withheld for	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 reasons of	95.7	94.5
school)		confidentiality.		
5. Inferential – ((6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	•	87.8	86.3
. Inferential – ((6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)		82.2	80.3
	(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
	(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
	(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 assignme	ent)	83.3	83.1
0. 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 Resp	ponse xt – (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
•	xt – (6) / 20.0 Explain trilliking using support from text / (imagine you could attend any scriool from the text. Which would you choose? Why?) xt – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		81.4	81.8
	xt = (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		54.4	54.8
•	xt – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.8	63.5
•	xt – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		74.3	73.4
6. Response to tex	xt - (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 Se	elected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	ion – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		88.7	88.3
	6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		92.3	90.8
	6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		80.3	79.2
4. Inferential – (6	6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		85.6	85.0
•	ion – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)		82.3	82.7
s. Inferential – (6	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
	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
•	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
	ion – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)		72.8	73.0
•	6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)		55.4	56.1
Constructed Respo	onse			
•	/ 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
	/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
	/21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		57.0	56.8
	/ 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)		68.6	67.9
•	tt – (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.

9/29/2015



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

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

School #: 243 F	Riverside Elementary, Shoal Harbour	Grades: K-6	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)		[N=30]	[N=1,458]	[N=2,422]
Non-Fiction	Selected Response: (Grade Level) / Outcom	ne No. / Outcome / (Item parameter)			
1. Comprehension	n – (6) / 11.0 Integrate effective reading and viewing strat	egies / (Read for content meaning (Comprehension).Unique feature of a school)	60.7	79.2	79.0
 Comprehension 	n – (6) / 11.0 Integrate effective reading and viewing strat	egies / (Read for content meaning (Comprehension).Basic necessity in a school)	82.1	94.9	94.6
	/ 13.0 Explain how text structures help the audience con		78.6	95.0	94.4
4. Inferential – (6) school)	/ 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	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
' '	/ 9.0 Integrate cueing systems to construct meaning / (W		57.1	82.2	80.3
• • •		/ (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
		/ (Linking a hypothetical situation and applying to text (the situation that best matches the school))	57.1	72.3	72.4
		/ (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
		(Synthesizing information (how an organization in their own lives is similiar to the organization in the text)	28.6	50.7	48.7
Constructed Respon		ou could attend any school from the text. Which would you choose? Why?)	53.6	65.7	66.1
•	- (6) / 21.0 Explain thinking using personal connections / (Which		71.4	81.4	81.8
•	- (6) / 22.0 Evaluate messages in texts / (Which school in text is		41.1	54.4	54.8
•	. ,	school in text is most appropriate for your community? Explain)	51.8	63.8	63.5
	(6) / 22.0 Evaluate messages in texts / (Which is purpose of the		53.6	74.3	73.4
6. Response to text -	(6) / 20.0 Explain thinking using support from text / (Imagine yo	u moved to a school from the text. Describe how it is different from your current school.)	75.0	67.2	67.3
	cted Response: (Grade Level) / Outcome No. / O				
		egies. / (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. / (M	lodesty defined. Which character was modest?)	77.8	85.6	85.0
15. Comprehension	- (6) / 12.0 Explain how text structures help the audienc	e 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 cons	struct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)	59.3	66.8	65.7
18. <i>Inferential – (6) /</i>	/ 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	g. / (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 Respons	se				
' '	2.0 Evaluate messages in texts / (How did the main character cl		44.4	56.8	57.9
•	•	t meaning. / (Place the events of the story in the correct order (Sequencing))	40.7	58.8	56.7
		think best describes the relationship between two characters in the story?)	42.6	62.1	62.6
	.0 Evaluate messages in texts / (Name one other courageous p		40.7 48.1	57.0 68.6	56.8 67.9
		ng character appropriate dialoque between two characters in the text?) Hout a time when you had an experience similiar to the main character.)	48.1 29.6	68.6 45.2	67.9 47.3
•		·	55.6	71.7	71.0
r. mieremai – (b) / 20	Explain thinking using support from text. / (Main character d	escribes his efforts as "No big deal." Do you agree or disagree?)	00.00	['1./	/1.0

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



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

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

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	n Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	School data		
1. Comprehens	sion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Unique feature of a school)	with 5 or fewer	79.2	79.0
Comprehens	sion – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)	students	94.9	94.6
3. Inferential –	(6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	withheld for	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 - difference		95.7	94.5
school)		confidentiality.		
	(6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	•	87.8	86.3
	(6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)		82.2	80.3
	(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 atter	nd)	87.2	86.9
	(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
	(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 assign	nment)	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 to the	sponse ext – (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
•	ext – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		81.4	81.8
•	ext = (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		54.4	54.8
4. Response to te	ext – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		63.8	63.5
•	ext – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		74.3	73.4
6. Response to te	ext - (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 Se	elected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	ion – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		88.7	88.3
	(6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		92.3	90.8
 Inferential – ((6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		80.3	79.2
 Inferential – ((6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		85.6	85.0
5. Comprehensi	ion – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)		82.3	82.7
6. 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
7. 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
	(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
Comprehensi	sion – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)		72.8	73.0
0. Inferential – ((6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)		55.4	56.1
Constructed Resp	ponse			
, ,	/22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		56.8	57.9
,	- (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
, ,	/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
	/21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		57.0	56.8
, ,	/ 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)		68.6	67.9
•	xt – (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. interentiai – (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.

9/29/2015



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

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-Fictio	n Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Comprehens 	sion – (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. Comprehens	sion – (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
	(6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	91.4	95.0	94.4
 Inferential – school) 	(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	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) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)	82.9	82.2	80.3
	(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
	(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
	(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
	(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 Res	ponse			
•	xt – (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
•	xt – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	85.7	81.4	81.8
•	xt – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	52.9	54.4	54.8
•	xt – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)	55.7 71.4	63.8	63.5 73.4
	xt – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?) xt - (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	74.3 67.2	67.3
Fiction Se	elected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	ion – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)	75.8	88.7	88.3
	6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)	90.9	92.3	90.8
	6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	84.9	80.3	79.2
	6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	84.9	85.6	85.0
	ion – (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
	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
	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
	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
	ion – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)	66.7	1	1
•	6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)	63.6	72.8 55.4	73.0 56.1
	of the magnitude of the manning and the manning and the month of the month of the manning and the manning and the month of the month of the manning and the month of the month	03.0	30.4	30.1
Constructed Resp	onse / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	63.6	56.8	57.9
• • •	- (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
•	/ 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
	/21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	42.4	57.0	56.8
	/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 tex	t – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar 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.

9/29/2015



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

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

ondorn. 200 Thory Furning Elementary, Onaportum	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		
1. Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Unique feature of a school)	with 5 or fewer	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)	students	94.9	94.6
3. Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	withheld for	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)	reasons of confidentiality.	95.7	94.5
5. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	confidentiality.	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
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
2. 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
		30.7	40.7
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)			
1. Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		88.7	88.3
2. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		92.3	90.8
3. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		80.3	79.2
4. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		85.6	85.0
5. 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
6. 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
7. 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
8. 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
9. 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.



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

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

School #: 260 Immaculate Conception Elementary, Colliers Grades: K-	6	School	Region	Province
Item Cognitive Level - Outcome (item parameter)		[N=11]	[N=1,458]	[N=2,422]
Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	ter)			
1. Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (C	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 (C	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
 Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying school) 	to text (if a student moved to your school from another country in text - differences in	100.0	95.7	94.5
5. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will a	ffect 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		66.7	72.3	72.4
9. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying	g 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 o	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? Ex		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 you	r 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. Describ	pe 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		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		100.0	77.7	76.0
17. Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hy	pothetical 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 ir	n 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	() 6//	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 betw	veen two characters in the story?)	50.0	62.1	62.6
 Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between 	a two charactors in the tay(2)	50.0 50.0	57.0 68.6	56.8 67.9
6. Response to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience s		50.0	45.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using personal confrictions? (Tell about a time when you had an experience s	•	50.0	71.7	71.0
r. merendar – (6) / 20.0 Explain dimining daing support from text. / (Main Character describes his enorts as No big deal. Do yi	u agree or ursagree:/	30.0	'1.'	1 '1.0

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



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

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

School #: 262	Woodland Elementary, Dildo Grades: K-6	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=13]	[N=1,458]	[N=2,422]
Non-Fictio	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehen	nsion – (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. Comprehen	nsion – (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 – school)	- (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 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 assignments	ent) 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 Res	sponse lext – (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
•	text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	66.7	81.4	81.8
•	text = (6)/22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	62.5	54.4	54.8
•	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
	text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	83.3	74.3	73.4
6. Response to te	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
	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	sion – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)	90.9	88.7	88.3
	(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. Comprehens	sion – (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. Comprehens	sion – (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 Resp				
) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	72.7	56.8	57.9
	n – (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
)/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
, ,)/21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	54.5 54.5	57.0 68.6	56.8 67.9
) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) ext – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	18.2	45.2	47.3
•) / 20.0 Explain thinking using personal connections / (reli about a time when you had an experience similar to the main character.)	90.9	71.7	71.0
r. mieremai – (b)	77 20.0 Explain uninking using support from text. 7 (wain character describes his efforts as "No big deal." Do you agree of disagree?)	90.9	'1.'	/ 1.0

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



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

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

School #: 265 Acreman Elementary, Green's Harbour Grades: K-6	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=13]	[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)	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
5. 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
0. 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
2. 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
3. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	80.0	80.3	79.2
4. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	80.0	85.6	85.0
5. 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
6. 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
7. 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
8. 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
9. 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
0. 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 dialogue between two characters in the text?) 6. Response to text. (6) / 21.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue 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 similiar 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.

9/29/2015



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

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

School #: 269 St. Francis School, Harbour Grace Grades: K-8	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=11]	[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) 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	<i>l</i>) 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 school)	from another country in text - differences in 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, w	hat school in the text should you attend) 88.9	87.2	86.9
Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best ma	atches 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		83.3	83.1
D. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the strategies in the strategi		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 support non-text / (magine you could attend any school non-tine text. 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)			
1. 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
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
. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	62.5	80.3	79.2
· Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	75.0	85.6	85.0
. 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
. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the stor	y?) 75.0	77.7	76.0
. 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
Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main cha	racter?) 87.5	80.7	80.2
. 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
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
.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
1. 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
Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	75.0 75.0	57.0 68.6	56.8 67.9
Interential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.)	62.5	45.2	47.3
7. Inferential – (6) / 20.0 Explain thinking using personal conflections / (1 ell about a time when you had an experience similial to the main character.) 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
:. merenuar – (u) / 20.0 Explain uninking using support from text. / (iviain character describes fils efforts as INO big deal. Do you agree of disagree?)	87.5	'1.'	/1.0

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



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

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

School #: 272 Holy	oly Cross Elementary, Holyrood Grades: K-6	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=15]	[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)	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) / 1	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) / 1 school)	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 100.0	95.7	94.5
5. Inferential - (6) / 1	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	9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)	81.8	82.2	80.3
7. Inferential - (6) / 1	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) / 1	11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the sch		72.3	72.4
9. Inferential - (6) / 1	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	n this hypothetical assignment) 81.8	83.3	83.1
10. Inferential – (6) / 1	11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similiar to the organization	on in the text) 63.6	50.7	48.7
Constructed Response	e 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
	6) / 21.0 Explain thinking using support non-text / (magine you could attend any school non-trie text. Which would you choose: Why?)	81.8	81.4	81.8
	5) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	68.2	54.4	54.8
, ,	5) / 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)	6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	81.8	74.3	73.4
6. Response to text - (6)	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 Selecte	red 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
	1.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)	90.9	92.3	90.8
3. Inferential – (6) / 11	1.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	90.9	80.3	79.2
 Inferential – (6) / 9. 	0.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	72.7	85.6	85.0
5. 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
6. Inferential – (6) / 11	1.0 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
7. Inferential – (6) / 12	12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character wo	ould most likely say it?) 72.7	66.8	65.7
8. Inferential – (6) / 11	1.0 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
9. 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
	1.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)	72.7	55.4	56.1
Constructed Response				
. ,	Evaluate messages in texts / (How did the main character change throughout the story?)	59.1	56.8	57.9
, , ,	/ 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
	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
• • •	Evaluate messages in texts / (Name one other courageous person in the story.)	54.5	57.0	56.8
	Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	72.7 45.5	68.6	67.9
. , ,	i) / 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. inierential – (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.

9/29/2015



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

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

School #: 274 St. Catherine's Academy, Mount Carmel Grades: K-12	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)			
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
 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
s. 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
2. 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
3. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	66.7	80.3	79.2
4. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	83.3	85.6	85.0
5. 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
6. 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
7. 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
8. 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
9. 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.) 5. Inferential – (6) / 23.0 Evaluate messages in texts / (Complete speech believe visits characters in the texts)	50.0 66.7	57.0	56.8 67.9
5. Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.)	33.3	68.6 45.2	47.3
		1	
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.

9/29/2015 12:04:24PM 110



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

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

School #: 278 All Hallows Element	ary, North River Grades: K-6	School	Region	Province
Item Cogniti	ive Level - Outcome (item parameter)	[N=33]	[N=1,458]	[N=2,422]
Non-Fiction Selected Res	sponse: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehension – (6) / 11.0 Integra	te 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 Integra	te 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
 Inferential – (6) / 11.0 Integrate effections 	ective 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	93.1	95.7	94.5
5. Inferential – (6) / 11.0 Integrate effe	ective reading and viewing strategies / (Predicting how a new school will affect students)	79.3	87.8	86.3
6. Inferential – (6) / 9.0 Integrate cueir	ng systems to construct meaning / (What is the meaning of the word?)	69.0	82.2	80.3
7. Inferential – (6) / 11.0 Integrate effe	ective 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
B. Inferential – (6) / 11.0 Integrate effe	ective 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 effe	ective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignm		83.3	83.1
0. Inferential – (6) / 11.0 Integrate effe	ective 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	nking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	70.0	65.7	66.1
	ining using support from text? (imagine you could attend any school from the text. Which would you choose? Why?) Iking using personal connections / (Which school would you least like to attend? Explain)	70.0	81.4	81.8
	essages in texts / (Which school in text is most environmentally friendly?)	41.7	54.4	54.8
	king using personal connections / (Which school in text is most appropriate for your community? Explain)	41.7	63.8	63.5
	essages in texts / (Which is purpose of the visual?)	76.7	74.3	73.4
6. Response to text - (6) / 20.0 Explain thin	king 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)			
└ Comprehension - (6) / 11.0 Integra	te effective reading and viewing strategies. / (Why did the main character go on an adventure?)	89.3	88.7	88.3
Inferential – (6) / 11.0 Integrate effect	ctive reading and viewing strategies. / (Which phrase best represents the message of the story?)	89.3	92.3	90.8
. Inferential – (6) / 11.0 Integrate effective	ctive reading and viewing strategies. / (Which word describes a character's feelings?)	82.1	80.3	79.2
Inferential – (6) / 9.0 Integrate cuein	g systems to construct meaning. / (Modesty defined. Which character was modest?)	89.3	85.6	85.0
. 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
Inferential – (6) / 11.0 Integrate effect	ctive 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
. Inferential – (6) / 12.0 Explain how to	ext 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
. Inferential – (6) / 11.0 Integrate effect	ctive reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)	78.6	80.7	80.2
. 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
. Inferential – (6) / 11.0 Integrate effect	ctive reading and viewing strategies. / (What is the literary device? (simile)	46.4	55.4	56.1
Constructed Response				
. ,	s in texts / (How did the main character change throughout the story?)	53.6	56.8	57.9
	text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	60.7	58.8	56.7
. ,	sing support from text / (What word do you think best describes the relationship between two characters in the story?)	55.4	62.1	62.6
· · · · · · · · · · · · · · · · · · ·	is in texts / (Name one other courageous person in the story.)	39.3 71.4	57.0 68.6	56.8 67.9
	s in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) Iking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	71.4 50.0	45.2	47.3
		60.7	1	1
7. Interential – (6) / 20.0 Explain thinking us	sing 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.

9/29/2015



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

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

	Cognitive Level - Outcome (item parameter)	SC11001 [N]_71	[N_1 4E9]	[N_2 422]
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)			
	on – (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
	on – (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
 Inferential – (6 	i) / 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	100.0	95.7	94.5
school)				
5. Inferential – (6	i) / 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	i) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)	85.7	82.2	80.3
7. Inferential – (6	i) / 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
	i) / 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	i) / 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 Respo				
	- (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
	- (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	100.0	81.4	81.8
•	- (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	35.7	54.4	54.8
	(6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)(6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	28.6 85.7	63.8 74.3	63.5 73.4
	- (b) / 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
		00	02	0.10
	ected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	n – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)	100.0	88.7	88.3
	/ 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
	/ 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	100.0	85.6	85.0
Comprehensio	n – (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. Comprehensio	n – (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 Respon	nse			
•	12.0 Evaluate messages in texts / (How did the main character change throughout the story?)	71.4	56.8	57.9
• • •	(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
	0.0 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
• • •	1.0 Evaluate messages in texts / (Name one other courageous person in the story.)	42.9	57.0	56.8
, ,	2.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	100.0	68.6	67.9
•	- (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	57.1	45.2	47.3
7. Inferential – (6) / 2	10.0 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
		•	1	ı

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

Province

Region

School



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

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

School #: 286	Fatima Academy, St. Bride's Grades: K-12		School	Region	Province
Item	Cognitive Level - Outcome (item parameter)		[N=3]	[N=1,458]	[N=2,422]
Non-Fiction	tion Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		School data		
 Compreher 	ension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique fe	ature of a school)	with 5 or fewer	79.2	79.0
2. Compreher	ension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic nec	essity in a school)	students	94.9	94.6
3. Inferential -	I – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)		withheld for	95.0	94.4
	I – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student move	d to your school from another country in text - differences in	reasons of	95.7	94.5
school) 5. Inferential -	L (6) / 11.0 Integrate effective reading and viewing strategies. / (Pradicting how a new school will effect at idente)		confidentiality.	07.0	
	I – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students) I – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)			87.8	86.3
	I – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted spec	cial assistance, what school in the text should you attend)		82.2	80.3
	I – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new studator) and applying to text(if you wanted spec I – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situa			87.2	86.9
	I – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (the situal I – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in th			72.3	72.4
	I – (6) / 11.0 Integrate effective reading and viewing strategies / (Osing a new stidation and applying to text (what school in the III) III III			83.3 50.7	83.1 48.7
		to to diffinial to the organization in the toxy		30.7	40.7
Constructed Re 1. Response to t	tesponse o text – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Wi	hy?)		65.7	66.1
•	o 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 t	o text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)			54.4	54.8
•	o text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)			63.8	63.5
	text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)			74.3	73.4
·	o 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 you Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	i cuirent scriooi.)		67.2	67.3
	ension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)			00.7	00.0
	− (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)			88.7	88.3
	- (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)			92.3	90.8
	- (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)			80.3	79.2
	ension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?)			85.6	85.0
	– (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at thi	in point in the atom?		82.3	82.7
	- (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was			77.7	76.0
		· · · · · · · · · · · · · · · · · · ·		66.8	65.7
	 (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance ension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?) 	e or the main character?)		80.7	80.2
				72.8	73.0
). Interential –	- (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)			55.4	56.1
Constructed Res	·			EC 0	57.0
, ,	(6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?) ion – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequen	opina))		56.8 58.8	57.9 56.7
•	ion – (6) / 12.0° Explain now text structures neip the audience construct meaning. / (Place the events of the story in the correct order (Sequen (6) / 20.0° Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the sto			62.1	62.6
, ,	(6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	ory:/		57.0	56.8
	(6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)			68.6	67.9
	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
Response to te	····· (+) / = ··· = · - · · · · · · · · · · · · · · · · ·	/			

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



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

Dunne Memorial Academy, St. Mary's School #: 287 Grades: K-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		
1. Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Unique feature of a school)	with 5 or fewer	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)	students	94.9	94.6
3. Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	withheld for	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	t - differences in reasons of	95.7	94.5
school) E. Information (6) / 11.0 Integrate offective reading and viewing strategies / / Prodicting how a new school will offect students)	confidentiality.		1
5. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students) 6. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)		87.8	86.3
	dd you attand	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 shoul 3. 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))	iid you allerid)	87.2	86.9
	ation (and improved)	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 hypothe	· · · · · · · · · · · · · · · · · · ·	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)			
1. Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		88.7	88.3
2. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		92.3	90.8
3. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		80.3	79.2
4. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		85.6	85.0
5. 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
5. 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
7. 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 likel	lv sav it?)	66.8	65.7
8. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)	, y say it. _/	80.7	80.2
9. Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)		72.8	73.0
			1
0. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)		55.4	56.1
Constructed Response		FC 0	F7.0
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?) 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	57.9 56.7
2.Comprenension – (6) / 12.0 Explain now text structures neip the audience construct meaning. / (Place the events of the story in the correct order (Sequencing)) 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 Explain trimking using support from text / (What word do you trimk best describes the relationship between two characters 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 similiar to the main character.)		45.2	47.3

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



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

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

School #: 289 St. Peter's Elementary, Upper Island Cove Grades: K-9	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=11]	[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)	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 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?) 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.)	30.0	68.6 45.2	67.9 47.3
			1
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.

9/29/2015



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

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

School #: 291	Perlwin Elementary, Winterton	Grades: K-6	School	Region	Province
Item	Cognitive Level - Outcome (item parameter	n en	[N=13]	[N=1,458]	[N=2,422]
Non-Fictio	on Selected Response: (Grade Level) / Outcol	me No. / Outcome / (Item parameter)			
 Comprehen 	nsion – (6) / 11.0 Integrate effective reading and viewing stra	ategies / (Read for content meaning (Comprehension). Unique feature of a school)	66.7	79.2	79.0
2. Comprehen	nsion – (6) / 11.0 Integrate effective reading and viewing stra	ategies / (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 co	nstruct meaning/ (Purpose of graphic in the heading)	100.0	95.0	94.4
 Inferential – school) 	- (6) / 11.0 Integrate effective reading and viewing strategies	s / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in	100.0	95.7	94.5
5. Inferential -	- (6) / 11.0 Integrate effective reading and viewing strategies	s / (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	s / (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	s / (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	s / (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	s / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)	58.3	50.7	48.7
Constructed Res	·	you could attend any school from the text. Which would you choose? Why?)	41.7	65.7	66.1
•	ext – (6) / 21.0 Explain thinking using support from text / (imagine ext – (6) / 21.0 Explain thinking using personal connections / (Whic		58.3	81.4	81.8
•	ext – (6) / 22.0 Evaluate messages in texts / (Which school in text i		45.8	54.4	54.8
•	ext – (6) / 21.0 Explain thinking using personal connections / (Whic	• • • •	62.5	63.8	63.5
5. Response to to	ext – (6) / 22.0 Evaluate messages in texts / (Which is purpose of t	he visual?)	75.0	74.3	73.4
6. Response to to	ext - (6) / 20.0 Explain thinking using support from text / (Imagine y	ou moved to a school from the text. Describe how it is different from your current school.)	75.0	67.2	67.3
Fiction S	Selected Response: (Grade Level) / Outcome No. / (Outcome / (Item parameter)			
		ategies. / (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. Comprehens	sion – (6) / 12.0 Explain how text structures help the audien	ce construct meaning / (What was the last event in the story?)	100.0	82.3	82.7
6. 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 cor	nstruct 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. Comprehens	sion – (6) / 9.0 Integrate cueing systems to construct meani	ng. / (What is the meaning of a word in the text?)	72.7	72.8	73.0
	(6) / 11.0 Integrate effective reading and viewing strategies		54.6	55.4	56.1
Constructed Res	ponse				
1. Inferential – (6)) / 22.0 Evaluate messages in texts / (How did the main character	change throughout the story?)	27.3	56.8	57.9
•	''	ct meaning. / (Place the events of the story in the correct order (Sequencing))	45.5	58.8	56.7
, ,		ou think best describes the relationship between two characters in the story?)	36.4	62.1	62.6
, ,)/21.0 Evaluate messages in texts / (Name one other courageous		36.4	57.0	56.8
		ing character appropriate dialogue between two characters in the text?)	63.6	68.6	67.9
•		bout a time when you had an experience similiar to the main character.)	9.1	45.2	47.3
7. Interential – (6))/20.0 Explain thinking using support from text./(Main character	describes nis eπorts 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.

9/29/2015



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

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

School #: 294 St. Augustine's Elementary, Bell Island Grades: K-6 Item Cognitive Level - Outcome (item parameter)	School [N=7]	Region [N=1,458]	Province [N=2,422]
	[14=7]	[14-1,450]	[14-2,422]
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
 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 texture school) 	xt - differences in 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 sho	uld you attend) 85.7	87.2	86.9
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 hypoth		83.3	83.1
0. 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 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)			
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
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
. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	71.4	80.3	79.2
Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	100.0	85.6	85.0
. 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
. 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
. 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 like	ely say it?) 71.4	66.8	65.7
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
. 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
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?)	28.6	56.8	57.9
.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
1. 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 dialoque between two characters in the text?) 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.)	85.7 57.1	68.6	67.9
		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.

9/29/2015



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

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

School #: 303 St. Edward's Elementary, Conception Bay South (Kelligrews) Grades: K-6	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=43]	[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)	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
 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
2. 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
3. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	81.1	80.3	79.2
4. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	86.5	85.6	85.0
5. 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
6. 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
7. 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
8. 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
9. 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.) F. Inferential – (6) / 23.0 Fivel late messages in texts / (Complete specially shorted or s	42.1 65.8	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?) 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	68.6 45.2	67.9 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	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.

9/29/2015

12:04:24PM 118



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

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

School #: 305 Villanova Junior High, Conception Bay South (Manuels) Grades: 5-8	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=50]	[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)	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
 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 support non-text / (Mich 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.) 5. Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	59.1 84.1	57.0 68.6	56.8 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.)	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
1. Informaci (0), 20.0 Explain uninking using support from text. / (infant character describes the entries as 140 big deal. Do you agree of disagree:)	00.4	''.'	'1.0

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



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

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

School #: 306 St. George's Elementary, Conception Bay South (Manuels) Grades: K-6	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=22]	[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)	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
 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 support form text? (Imagine you could attend any school norm the text. Which would you choose? Why?)	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.) 5. Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using characters appropriate dialogue between two characters in the text?)	63.6 77.3	57.0 68.6	56.8 67.9
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.)	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
7. Interential — (0) / 20.0 Explain uninking using support from text. / (Waln Character describes his efforts as INO big deal. Do you agree or disagree /)	'/'.3	'1.'	/ 1.0

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

9/29/2015

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

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

School #: 308 Mary Queen of the World Elementary, Mount Pearl Grades: K-6	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=35]	[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)	81.5	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 70.4	57.0	56.8 67.9
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.)	70.4	68.6 45.2	47.3
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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.

9/29/2015

121



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

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

School #: 310 Mount Pearl Intern	nediate, Mount Pearl Grades: 6-8	School	Region	Province
Item Cogr	itive Level - Outcome (item parameter)	[N=33]	[N=1,458]	[N=2,422]
Non-Fiction Selected R	esponse: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehension – (6) / 11.0 Integ	rate 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 Integ	rate 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 hou	v 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 el school)	ffective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another country in text - difference	s in 96.6	95.7	94.5
5. Inferential – (6) / 11.0 Integrate ea	ffective reading and viewing strategies / (Predicting how a new school will affect students)	89.7	87.8	86.3
6. Inferential - (6) / 9.0 Integrate cue	eing systems to construct meaning / (What is the meaning of the word?)	75.9	82.2	80.3
7. Inferential - (6) / 11.0 Integrate ea	fective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attenc	96.6	87.2	86.9
8. Inferential – (6) / 11.0 Integrate ea	ffective 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 en	fective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given this hypothetical assignn	ment) 79.3	83.3	83.1
10. Inferential – (6) / 11.0 Integrate et	ffective 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	hinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)	48.3	65.7	66.1
	ninking using support from text / (magine you could attend any school from the text. Which would you choose? Why?) ninking using personal connections / (Which school would you least like to attend? Explain)	65.5	81.4	81.8
	messages in texts / (Which school in text is most environmentally friendly?)	48.3	54.4	54.8
	inking using personal connections / (Which school in text is most appropriate for your community? Explain)	60.3	63.8	63.5
	messages in texts / (Which is purpose of the visual?)	72.4	74.3	73.4
6. Response to text - (6) / 20.0 Explain th	inking 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 Integ	rate effective reading and viewing strategies. / (Why did the main character go on an adventure?)	89.7	88.7	88.3
2. Inferential – (6) / 11.0 Integrate efi	fective reading and viewing strategies. / (Which phrase best represents the message of the story?)	86.2	92.3	90.8
3. Inferential – (6) / 11.0 Integrate ef	fective reading and viewing strategies. / (Which word describes a character's feelings?)	72.4	80.3	79.2
4. Inferential – (6) / 9.0 Integrate cue	ing systems to construct meaning. / (Modesty defined. Which character was modest?)	79.3	85.6	85.0
5. Comprehension - (6) / 12.0 Expla	in how text structures help the audience construct meaning / (What was the last event in the story?)	75.9	82.3	82.7
6. Inferential – (6) / 11.0 Integrate ef	fective 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
	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
• , , , ,	fective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)	72.4	80.7	80.2
	te cueing systems to construct meaning. / (What is the meaning of a word in the text?)	65.5	72.8	73.0
	fective reading and viewing strategies. / (What is the literary device? (simile)	27.6	55.4	56.1
Constructed Response				
<u>.</u>	ges in texts / (How did the main character change throughout the story?)	55.0	56.8	57.9
, , , ,	v text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	46.7	58.8	56.7
. , , ,	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
* /	ges in texts / (Name one other courageous person in the story.)	50.0	57.0	56.8
	ges in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	63.3	68.6	67.9
	inking using personal connections / (Tell about a time when you had an experience similiar 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.

9/29/2015



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

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

School #: 312	Newtown Elementary, Mount Pearl	Grades: 4-6	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)		[N=81]	[N=1,458]	[N=2,422]
Non-Fiction	ion Selected Response: (Grade Level) / Outcome	No. / Outcome / (Item parameter)			
 Compreher 	nsion – (6) / 11.0 Integrate effective reading and viewing strate	gies / (Read for content meaning (Comprehension). Unique feature of a school)	72.5	79.2	79.0
2. Compreher	nsion – (6) / 11.0 Integrate effective reading and viewing strate	gies / (Read for content meaning (Comprehension).Basic necessity in a school)	88.8	94.9	94.6
	– (6) / 13.0 Explain how text structures help the audience const		96.3	95.0	94.4
4. Inferential - school)	- (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	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) / 9.0 Integrate cueing systems to construct meaning / (Wh		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
		Synthesizing information (how an organization in their own lives is similiar to the organization in the text)	52.5	50.7	48.7
Constructed Re	•	could attend any school from the text. Which would you choose? Why?)	70.4	65.7	66.1
•	text – $(6)/21.0$ Explain thinking using support from text/(inagine year		84.0	81.4	81.8
	text – (6) / 22.0 Evaluate messages in texts / (Which school in text is m		58.6	54.4	54.8
4. Response to t	text - (6) / 21.0 Explain thinking using personal connections / (Which see	chool in text is most appropriate for your community? Explain)	66.0	63.8	63.5
	text - (6) / 22.0 Evaluate messages in texts / (Which is purpose of the		75.3	74.3	73.4
6. Response to t	text - (6) / 20.0 Explain thinking using support from text / (Imagine you	noved to a school from the text. Describe how it is different from your current school.)	61.1	67.2	67.3
	Selected Response: (Grade Level) / Outcome No. / Ou				
	nsion – (6) / 11.0 Integrate effective reading and viewing strate		86.7	88.7	88.3
	- (6) / 11.0 Integrate effective reading and viewing strategies. /		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. / (Mo	desty defined. Which character was modest?)	88.0	85.6	85.0
15. Comprehen	nsion – (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 constr	uct 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. Comprehen	nsion – (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 Res	•				
٠, .	6) / 22.0 Evaluate messages in texts / (How did the main character cha		52.7	56.8	57.9
•	1	neaning. / (Place the events of the story in the correct order (Sequencing))	61.3	58.8	56.7
• •	, , , , , , , , , , , , , , , , , , , ,	nink best describes the relationship between two characters in the story?)	62.7	62.1	62.6
•	6) / 21.0 Evaluate messages in texts / (Name one other courageous pe		54.7 76.0	57.0 68.6	56.8 67.9
	6) / 22.0 Evaluate messages in texts / (Complete speech balloon using text – (6) / 21.0 Explain thinking using personal connections / (Tell abo		46.7	45.2	47.3
•	6) / 20.0 Explain thinking using support from text. / (Main character des		65.3	71.7	71.0
r. iriiereriual – (b	5) / 20.0 Explain trinking using support from text. / (Main character des	uniues ins enurs as two big dear. Do you agree or disagree?)	00.3	'1.'	/1.0

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

9/29/2015

123



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

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

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) 2. Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Basic necessity in a school) 3. Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading) 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) 5. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students) 6. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?) 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) 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))	79.2 94.9 95.0 95.7 87.8 82.2 87.2 72.3 83.3 50.7	79.0 94.6 94.4 94.5 86.3 80.3 86.9 72.4 83.1
 Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Basic necessity in a school) Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading) 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) Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students) Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?) 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) 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)) 	94.9 95.0 95.7 87.8 82.2 87.2 72.3 83.3	94.6 94.4 94.5 86.3 80.3 86.9 72.4 83.1
3. Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading) 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) 5. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students) 6. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?) 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) 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))	95.0 95.7 87.8 82.2 87.2 72.3 83.3	94.4 94.5 86.3 80.3 86.9 72.4 83.1
 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) Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students) Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?) 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) 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)) 	95.7 87.8 82.2 87.2 72.3 83.3	94.5 86.3 80.3 86.9 72.4 83.1
school) 5. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students) 6. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?) 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) 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	87.8 82.2 87.2 72.3 83.3	86.3 80.3 86.9 72.4 83.1
6. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?) 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) 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	82.2 87.2 72.3 83.3	80.3 86.9 72.4 83.1
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) 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	87.2 72.3 83.3	86.9 72.4 83.1
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 83.3	72.4 83.1
	83.3	83.1
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	50.7	l
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	,	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 support from text / (Imagine you could attend any school from the text. 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?)	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?) 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?)	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?)	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)) 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?) 4. Inferential – (6) / 21.0 Find yet a management in text / (Normal and other courses you person in the story.)	62.1	62.6
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) 5. Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 78.6	57.0 68.6	56.8 67.9
5. Interential — (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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	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
1. Information (b) / 20.0 Explain training doing support from text. / (wain orial actor describes his efforts as two big deal. Do you agree or disagree;)	, , , ,	'1.5

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

Province

Region

School



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

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

School #: 318	Holy Family Elementary, Paradise	Grades: K-6	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)		[N=50]	[N=1,458]	[N=2,422]
Non-Fictio	on Selected Response: (Grade Level) / Outcome	No. / Outcome / (Item parameter)			
 Comprehen 	nsion – (6) / 11.0 Integrate effective reading and viewing strate	gies / (Read for content meaning (Comprehension). Unique feature of a school)	79.2	79.2	79.0
		gies / (Read for content meaning (Comprehension).Basic necessity in a school)	93.8	94.9	94.6
	- (6) / 13.0 Explain how text structures help the audience cons		93.8	95.0	94.4
4. Inferential – school)	- (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	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) / 9.0 Integrate cueing systems to construct meaning / (Wi		85.4	82.2	80.3
		(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
		(Linking a hypothetical situation and applying to text (the situation that best matches the school))	75.0	72.3	72.4
	•	(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
		(Synthesizing information (how an organization in their own lives is similiar to the organization in the text)	50.0	50.7	48.7
Constructed Res	•	u could attend any school from the text. Which would you choose? Why?)	62.5	65.7	66.1
•	ext – (6) / 21.0 Explain thinking using support from text / (magine yo		81.3	81.4	81.8
	ext – (6) / 22.0 Evaluate messages in texts / (Which school in text is r		47.9	54.4	54.8
4. Response to t	ext – (6) / 21.0 Explain thinking using personal connections / (Which s	chool in text is most appropriate for your community? Explain)	66.7	63.8	63.5
5. Response to to	ext – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the	visual?)	62.5	74.3	73.4
6. Response to to	ext - (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
	Selected Response: (Grade Level) / Outcome No. / Oเ				
11. Comprehens	sion - (6) / 11.0 Integrate effective reading and viewing strate	gies. / (Why did the main character go on an adventure?)	95.8	88.7	88.3
	(6) / 11.0 Integrate effective reading and viewing strategies.		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. / (Mo	desty defined. Which character was modest?)	91.7	85.6	85.0
15. Comprehens	sion – (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 consi	ruct 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
	sion – (6) / 9.0 Integrate cueing systems to construct meaning		75.0	72.8	73.0
	(6) / 11.0 Integrate effective reading and viewing strategies. /		64.6	55.4	56.1
Constructed Res	ponse				
٠,)/22.0 Evaluate messages in texts/(How did the main character ch		56.4	56.8	57.9
•	, ,	meaning. / (Place the events of the story in the correct order (Sequencing))	68.1	58.8	56.7
		hink best describes the relationship between two characters in the story?)	47.9	62.1	62.6
) / 21.0 Evaluate messages in texts / (Name one other courageous p		51.1	57.0	56.8
)/22.0 Evaluate messages in texts / (Complete speech balloon using		74.5 44.7	68.6	67.9
•		ut a time when you had an experience similiar to the main character.)		45.2	47.3
7. Interential – (6)) / 20.0 Explain thinking using support from text. / (Main character de	cribes riis erioris as INO 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.

9/29/2015



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

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

School #: 320 Beachy Cove Elementary, Portugal Cove - St. Philip's Grades: K-6	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=55]	[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)	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 69.6	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?) 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	68.6 45.2	67.9 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?)	71.7	71.7	71.0

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

9/29/2015



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

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

School #: 325	Bishop Abraham Elementary, St. John's Grades: K-6	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=12]	[N=1,458]	[N=2,422]
Non-Fiction	n Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehens	sion – (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. Comprehens	sion – (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 – (school)	(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 - d	lifferences in 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 ye	ou 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	al assignment) 72.7	83.3	83.1
	(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 Resp	sponse ext – (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
•	ext – (6) / 20.0 Explain thinking using support from text / (inlagine you could attend any school from the text. Which would you choose? Why?) ext – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	45.5	81.4	81.8
•	ext – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	36.4	54.4	54.8
•	ext = (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
•	ext – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	72.7	74.3	73.4
6. Response to tex	ext - (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 Se	elected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Comprehensi	ion – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)	100.0	88.7	88.3
2. 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
3. Inferential – ((6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	75.0	80.3	79.2
4. Inferential – ((6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	91.7	85.6	85.0
5. Comprehensi	ion – (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
6. 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
	(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 sa		66.8	65.7
	(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
	ion – (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
	(6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)	41.7	55.4	56.1
Constructed Resp	ponse			
1. Inferential – (6)	/22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	41.7	56.8	57.9
,	- (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
• • •	/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
, ,	/21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	50.0	57.0	56.8
	/22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	58.3	68.6	67.9
•	xt – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar 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.

9/29/2015

127



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

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

School #: 326	Bishop Feild Elementary, St. John's Grades: K-6	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=15]	[N=1,458]	[N=2,422]
Non-Ficti	tion Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Comprehe 	nension – (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
•	nension – (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
	al – (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 school)	al – (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 t		95.7	94.5
5. Inferential	al – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	100.0	87.8	86.3
	al – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)	91.7	82.2	80.3
	al – (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 sh		87.2	86.9
	al – (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
	al – (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 hyporates)		83.3	83.1
	al – (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 te		50.7	48.7
Constructed Re	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
•	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
•	to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	54.2	54.4	54.8
•	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	to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	41.7	74.3	73.4
6. Response to	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
	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	ension – (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 -	I – (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 -	I – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	83.3	80.3	79.2
14. Inferential -	I – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	100.0	85.6	85.0
15. Comprehen	ension – (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 -	I – (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 -	l – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most li.	ikely say it?) 75.0	66.8	65.7
18. Inferential -	I – (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. Compreher	ension – (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
	I – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)	75.0	55.4	56.1
Constructed Res	desponse			
1	(6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	37.5	56.8	57.9
,	sion – (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
•	(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
•	(6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	75.0 66.7	57.0	56.8
	(6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	58.3	68.6 45.2	67.9 47.3
•		83.3		
7. Interential – (6	(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.

9/29/2015



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

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

School #: 331	Cowan Heights Elementary, St. John's Grades: K-7	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=26]	[N=1,458]	[N=2,422]
Non-Fiction	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Comprehens 	nsion – (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. Comprehens	ision – (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 – school)	- (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)	ext - differences in 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 shot	ould 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
	- (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 hypoth		83.3	83.1
	- (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 Resp	sponse ext – (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
•	ext – (6) / 21.0 Explain thinking using support nom text / (magine you could attend any school nom the text. Which would you choose? Why?) ext – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	96.0	81.4	81.8
	ext – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	58.0	54.4	54.8
	ext – (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
	ext – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	96.0	74.3	73.4
6. Response to te	ext - (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 Se	elected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehensi	sion – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)	95.8	88.7	88.3
2. 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
3. Inferential – ((6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	83.3	80.3	79.2
4. Inferential – ((6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	91.7	85.6	85.0
5. Comprehensi	sion – (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
6. 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
7. 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 like	rely say it?)	66.8	65.7
8. 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
	sion – (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
0. Inferential – ((6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)	70.8	55.4	56.1
Constructed Resp	ponse			
, ,	/22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	64.6	56.8	57.9
•	n – (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
, ,)/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
) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	62.5	57.0	56.8
) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) ext – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	83.3 62.5	68.6	67.9
•			45.2	47.3
r. interential – (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.

9/29/2015



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

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

Stades. No	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=18]	[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)	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
s. 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
3. 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?) 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 70.0	74.3 67.2	73.4 67.3
0. Nesponse to text - (0) / 20.0 Explain trinking using support from text. (imagine you moved to a school from the text. Describe flow it is different from your current school.)	70.0	07.2	67.3
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. 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
2. 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
3. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	85.7	80.3	79.2
4. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	100.0	85.6	85.0
5. 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
6. 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
7. 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
8. 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
9. 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
10. 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 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 similiar 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.



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

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

School #: 342	MacDonald Drive Elementary, St. John's Grades: K-6	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=33]	[N=1,458]	[N=2,422]
Non-Fictio	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehens	nsion – (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
	nsion – (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
	- (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 – school)	- (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		95.7	94.5
,	- (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	90.6	87.8	86.3
	- (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 be a second control of the text of the control of the co	ld you attend) 96.9	87.2	86.9
	- (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 hypothe	etical 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 Res	esponse lext – (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
•	text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	100.0	81.4	81.8
	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 te	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
	text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	93.8	74.3	73.4
6. Response to te	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 Se	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	sion – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)	93.8	88.7	88.3
	· (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. Comprehens	sion – (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
	· (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 like	ly say it?) 71.9	66.8	65.7
	· (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. Comprehens	sion – (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 Resp	·			
• • •)/22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	57.8	56.8	57.9
,	n – (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
	2) / 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
) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	62.5 75.0	57.0 68.6	56.8 67.9
	ext – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	75.0 50.0	45.2	47.3
•	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
7. IIII e i e i iliai – (0)	y / 20.0 - Experimenting using support from text. / (want oriented describes the enorted as 110 big deal. Do you agree of disagree?)	67.5	''.'	/ 1.0

Note: percentages may not add to 100% due to missing values. Mushuau Innu Natuashish So Source: Division of Evaluation and Research, Department of Education and Early Childhood Development

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



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

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

Name	School #: 345 Mary Queen of Peace Elementary, St. John's Grades: K-6	School	Region	Province
1. Comprehension - ((iii) / 1.1.0 Integrate effective reading and viewing strategies / (Read for content mening (Comprehension)). Basic necessity in a school) 100,00 3. Inflerential - ((iii) / 1.5.0 Explain how text structures help the audience construct mening (Purpose of graphic in the heading) 3. Inflerential - ((iii) / 1.5.0 Explain how text structures help the audience construct mening (Purpose of graphic in the heading) 3. Inflerential - ((iii) / 1.5.0 Integrate defective reading and viewing strategies / (Perdicting how a new school will affect students) 5. Inflerential - ((iii) / 1.1.0 Integrate effective reading and viewing strategies / (Perdicting how a new school will affect students) 5. Inflerential - ((iii) / 1.0.0 Integrate effective reading and viewing strategies / (Perdicting how a new school will affect students) 5. Inflerential - ((iii) / 1.0.0 Integrate effective reading and viewing strategies / (Vieta) in new students and applying to text ((iii) viewated special assistance, what school in the toot stoold you attend) 6. Inflerential - ((iii) / 1.0.0 Integrate effective reading and viewing strategies / (Vieta) in new students and applying to text ((iii) students the school) 6. Inflerential - ((iii) / 1.0.0 Integrate effective reading and viewing strategies / (Synthesizing information (thew an organization in the text would you attend gluen this hypothesical assignment) 6. Inflerential - ((iii) / 1.0.0 Integrate effective reading and viewing strategies / (Synthesizing information (thew an organization in the continue will you attend gluen this hypothesical assignment) 6. Inflerential - ((iii) / 1.0.0 Integrate effective reading and viewing strategies / (Synthesizing information (thew an organization in the continue will you attend gluen the lexit would you described the lexit	Item Cognitive Level - Outcome (item parameter)		[N=1,458]	[N=2,422]
2. Comprehension—(iii) 11.0 Inlegrate effective roading and viewing strategies (Read for content maning (Comprehension) in a school) 2. Inflerential—(iii) 13.0 Explain history as transcripts the audience content meaning (Propose of graphic in the heading) 3. Inflerential—(iii) 13.0 Explain history as strategies (Vising a new situation and applying to text (ii a student moved to your school from another country in text—differences in 57.8 3. Inflerential—(iii) 11.0 Inlegrate effective reading and viewing strategies (Vising a new situation and applying to text (iii) a student moved to your school from another country in text—differences in 57.8 3. Inflerential—(iii) 12.0 Inlegrate effective reading and viewing strategies (Vising a propriate of the word?) 3. Inflerential—(iii) 11.0 Inlegrate effective reading and viewing strategies (Vising a propriate strategies) (Vising a propriate s	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Infernatial—(6) / 13.0 Explain how was structures high the audience construct meaning/ (Purpose of graphic in the heading) 1. Infernatial—(6) / 11.0 Integrate effective reading and viewing strategies / (Pradicting how a new school will affect students) 1. Infernatial—(6) / 11.0 Integrate effective reading and viewing strategies / (Pradicting how a new school will affect students) 1. Infernatial—(6) / 11.0 Integrate effective reading and viewing strategies / (Pradicting how a new school will affect students) 1. Infernatial—(6) / 11.0 Integrate effective reading and viewing strategies / (Pradicting how a new school will affect students) 1. Infernatial—(6) / 11.0 Integrate effective reading and viewing strategies / (Pradicting how a new school will affect students) 1. Infernatial—(6) / 11.0 Integrate effective reading and viewing strategies / (Pradicting how a new school will affect students) 1. Infernatial—(6) / 11.0 Integrate effective reading and viewing strategies / (Plang a psychoticial student) and applying to text/diff school school in the text should you attend assignment) 1. Infernatial—(6) / 11.0 Integrate effective reading and viewing strategies / (Pradicting how a new school will be strategies of (Pradicting how a new school will be strategies of (Plang) as you could attend any school from the text would you choose? Why?) 1. Response to text—(6) / 220 Explain thinking using purpound connections / (Which school would you choose? Why?) 1. Response to text—(6) / 220 Explain thinking using purpound connections / (Which school in text is root antwormatially from you could attend any school from the text. Which would you choose? Why?) 1. Response to text—(6) / 220 Explain thinking using purpound connections / (Which school in wat is root antwormatially from you could attend any school from the text. Which would you choose? Why?) 1. Response to text—(6) / 220 Explain thinking using purpound connections / (Which school in wat is root antwormatially from you could attend any school from the text. Which would	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
1. Infernatial—(6) / 13.0 Explain how was structures high the audience construct meaning/ (Purpose of graphic in the heading) 1. Infernatial—(6) / 11.0 Integrate effective reading and viewing strategies / (Pradicting how a new school will affect students) 1. Infernatial—(6) / 11.0 Integrate effective reading and viewing strategies / (Pradicting how a new school will affect students) 1. Infernatial—(6) / 11.0 Integrate effective reading and viewing strategies / (Pradicting how a new school will affect students) 1. Infernatial—(6) / 11.0 Integrate effective reading and viewing strategies / (Pradicting how a new school will affect students) 1. Infernatial—(6) / 11.0 Integrate effective reading and viewing strategies / (Pradicting how a new school will affect students) 1. Infernatial—(6) / 11.0 Integrate effective reading and viewing strategies / (Pradicting how a new school will affect students) 1. Infernatial—(6) / 11.0 Integrate effective reading and viewing strategies / (Plang a psychoticial student) and applying to text/diff school school in the text should you attend assignment) 1. Infernatial—(6) / 11.0 Integrate effective reading and viewing strategies / (Pradicting how a new school will be strategies of (Pradicting how a new school will be strategies of (Plang) as you could attend any school from the text would you choose? Why?) 1. Response to text—(6) / 220 Explain thinking using purpound connections / (Which school would you choose? Why?) 1. Response to text—(6) / 220 Explain thinking using purpound connections / (Which school in text is root antwormatially from you could attend any school from the text. Which would you choose? Why?) 1. Response to text—(6) / 220 Explain thinking using purpound connections / (Which school in wat is root antwormatially from you could attend any school from the text. Which would you choose? Why?) 1. Response to text—(6) / 220 Explain thinking using purpound connections / (Which school in wat is root antwormatially from you could attend any school from the text. Which would	2. Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Basic necessity in a school)			94.6
school) Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students) Inferential – (6) / 10.0 Integrate cueing systems to construct maning / (What is the meaning of the word?) Inferential – (6) / 10.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school)) Inferential – (6) / 10.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school)) 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)) Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Sirriga a new stablation and applying to text (the situation that best matches the school)) Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Sirriga a new stablation and applying to text (the situation in the text with the hypothetical assignment) Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Sirriga a new stablation of the text with out and the organization in the text) Inferential – (6) / 11.0 Explain thinking using support home sext / (Imagine year could stated any exhool from the text. Which would you choose? Why?) Inferential – (6) / 12.0 Explain thinking using personal connections / (Which school in text is most emporphore) Inferential – (6) / 12.0 Explain thinking using personal connections / (Which school in text is used personal connections / (Which school in text is used personal connections / (Which school in text is used personal connections / (Which school in text is used personal connections / (Which school in text is used personal connections / (Which school in text is used personal connections / (Which school in text is used personal connections / (Which school in text is used pe			95.0	94.4
8. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?) Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a me situation and applying to text (the situation that best matches the school)) 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)) 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)) 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)) Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (now an organization in their own lives is similar to the organization in the text) **Constructed Response** In Response to text – (6) / 21.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?) **Response to text – (6) / 21.0 Explain thinking using support from text / (Which school mach set to		97.8	95.7	94.5
8. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?) Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a me situation and applying to text (the situation that best matches the school)) 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)) 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)) 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)) Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (now an organization in their own lives is similar to the organization in the text) **Constructed Response** In Response to text – (6) / 21.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?) **Response to text – (6) / 21.0 Explain thinking using support from text / (Which school mach set to	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
8. Inferential— (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical studetion and applying to text (the situation that best matches the school)) 9.5		84.8	1	80.3
8. Inforential— (6) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school)) 9.5	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
Constructed Response I. 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?) I. Response to text—(6) / 20.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain) I. Response to text—(6) / 20.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain) I. Response to text—(6) / 20.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain) I. Response to text—(6) / 20.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain) I. 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.) I. Response to text—(6) / 20.0 Explain thinking using support from text / (Which is purpose of the visual) I. Comprehension—(6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?) II. Comprehension—(6) / 11.0 Integrate effective reading and viewing strategies. / (Which pursues best represents the message of the solory?) II. Inferential—(6) / 11.0 Integrate effective reading and viewing strategies. / (Which burds so best represents the message of the solory?) II. Inferential—(6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes how the main character felt at this point in the story?) II. Inferential—(6) / 12.0 Explain how text structures help the audience construct meaning / (What tay set the estimate of the parameter) II. Inferential—(6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes how the main character felt at this point in the story?) II. Inferential—(6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes how the main character?) II. Inferential—(6) / 11.0 Integrate effec		I	1	72.4
Constructed Response 1. Response to text — (6) 2.00. Explain thinking using support from text / (Imagine you could eitend any school from the text. Which would you choose? Why?) 78.3 65.7 65.7 85.8 85.7 86.8 85.7 86.9 89.9 89.9 89.9 89.9 89.9 89.9 89.9	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
1. Response to text — (6) / 2.0. Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?)		I	1	48.7
2. Response to test—(6)/2.0 Explain thinking using personal connections / Which school wealt fixe to tested Explain) 3. Response to test—(6)/2.0 Explain thinking using personal connections / Which school in test is most environmentally? Explain) 3. Response to test—(6)/2.0 Explain thinking using personal connections / Which school in test is most environmentally friendly?) 4. Response to test—(6)/2.0 Explain thinking using personal connections / Which school in test is most appropriate for your community? Explain) 5. Response to test—(6)/2.0 Explain thinking using support from test / (Imagine you moved to a school from the text. Describe how it is different from your current school.) Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Comprehension—(6)/1.0. Integrate effective reading and viewing strategies. / (Whirp did the main character yo on an adventure?) 12. Inferential—(6)/1.1.0. Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?) 13. Inferential—(6)/1.1.0. Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?) 14. Inferential—(6)/1.1.0. Integrate effective reading and viewing strategies. / (Which phrase best represents the massage of the story?) 15. Comprehension—(6)/1.2.0. Explain how text structures help the audience construct meaning. / (What was the last event in the story?) 16. Inferential—(6)/1.1.0. Integrate effective reading and viewing strategies. / (Which was the last event in the story?) 17. Inferential—(6)/1.1.0. Integrate effective reading and viewing strategies. / (Which was the last event in the story?) 18. Inferential—(6)/1.1.0. Integrate effective reading and viewing strategies. / (Which was the last event in the story?) 18. Inferential—(6)/1.1.0. Integrate effective reading and viewing strategies. / (Which which character was in the text. Which character would most likely say it?) 18. Inferential—(6)/1.1.0. Integrate effective reading a	·	78.3	65.7	66.1
3. Response to text — (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally (irrendly) 4. Response to text — (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?) 5. Response to text — (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?) 6. Response to text — (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?) 7. Comprehension — (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?) 7. Exponse of text — (6) / 22.0 Evaluate messages in texts / (Which parameter) 7. Exponse of text — (6) / 22.0 Evaluate messages in texts / (Which parameter) 7. Exponse of text — (6) / 11.0 Integrate effective reading and viewing strategies. / (Which parameter) 7. Exponse of text — (6) / 11.0 Integrate effective reading and viewing strategies. / (Which parameter) 7. Exponse of text — (6) / 11.0 Integrate effective reading and viewing strategies. / (Which parameter) 7. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?) 7. Inferential — (6) / 12.0 Integrate eval of text is additionally systems to construct meaning. / (Modesty defined. Which character was modest?) 7. Inferential — (6) / 12.0 Explain how text structures help the audience construct meaning. / (What was the last event in the story?) 7. 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?) 7. Comprehension — (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?) 7. Comprehension — (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?) 7. Comprehension — (6) / 12.0 Explain			1	81.8
5. Response to text – (6) / 2.0 Evaluate messages in texts / (Which is purpose of the visual?) 6. Response to text – (6) / 2.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.) Fiction Selected Response: (Grade Level) / Outcome No. / Outcome No. / Outcome (Item parameter) 11. Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?) 12. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?) 13. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?) 14. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which character was modest?) 15. Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Modesty defined. Which character was modest?) 16. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which was the last event in the story?) 17. Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (What was the last event in the story?) 17. Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Mas the last event in the story?) 18. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character would most likely say it?) 17. Comprehension – (6) / 9.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 18. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 18. Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (What is the literary device? (simile) 18. Inferential – (67.4	54.4	54.8
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. 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?) 12. Inferential - (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?) 13. Inferential - (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?) 14. Inferential - (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?) 15. Comprehension - (6) / 12.0 Explain how text structures help the audience construct meaning in the story?) 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?) 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?) 18. Inferential - (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character?) 19. Comprehension - (6) / 9.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?) 19. Inferential - (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the meaning of a word in the text?) 20. Inferential - (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?) 21. Inferential - (6) / 22.0 Evaluate messages in texts / (What is well accorded to the story?) 22. Comprehension - (6) / 12.0 Explain thinking using support from text /	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
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?) 12. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?) 13. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?) 14. Inferential – (6) / 11.0 Integrate eigenctive reading and viewing strategies. / (Which word describes a character's feelings?) 15. Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?) 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?) 16. 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?) 17. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?) 18. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the meaning of a word in the text?) 19. Comprehension – (6) / 9.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 19. Constructed Response 19. Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story?) 20. Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story?) 21. Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story?) 22. Comprehension – (6) / 12.0 Explain how text structures help the audi				73.4
11. Comprehension — (6) / 11.0 Integrate effective reading and viewing strategies. / (Whi did the main character go on an adventure?) 12. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?) 13. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (Which whord describes a character's feelings?) 14. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?) 15. Comprehension — (6) / 12.0 Explain how text structures help the audience construct meaning. / (What was the last event in the story?) 16. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word besteroits be now the main character felt at this point in the story?) 16. 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?) 17. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?) 18. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 19. Comprehension — (6) / 9.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 19. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 19. Inferential — (6) / 12.0 Explain hymothetical statement was in the text?? 20. Inferential — (6) / 12.0 Explain hymothetical statement was in the correct order (Sequencing)) 21. Inferential — (6) / 12.0 Explain hymothetical statement was in the correct order (Sequencing)) 22. Comprehension — (6) / 12.0 Explain hymothetical statement was in the correct order (Sequencing)) 23. Inferential — (6) / 21.0 Explain hymothetical statement was in the text?) 24.	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
Inferential — (6)/ 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?) 3.1. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?) 3.1. Inferential — (6) / 9.0 Integrate ceitective reading systems to construct meaning. / (Modesty defined. Which character was modest?) 3.2. Comprehension — (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?) 3.2. Comprehension — (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?) 3.2. Comprehension — (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?) 3.2. Comprehension — (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?) 3.2. Comprehension — (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?) 3.2. Comprehension — (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?) 3.2. Comprehension — (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 3.2. Comprehension — (6) / 12.0 Explain him texts / (How did the main character change throughout the story?) 3.2. Comprehension — (6) / 12.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?) 3.2. Comprehension — (6) / 12.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the text?) 3.3. Inferential — (6) / 22.0 Evaluate messages in texts / (Name one other courageous person in the s				
13. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?) 14. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?) 15. Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?) 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?) 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?) 17. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?) 17. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the meaning of a word in the text?) 17. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the interance of the main character?) 18. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 19. Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 19. Constructed Response 19. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?) 19. Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing)) 19. Comprehension – (6) / 12.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?) 19. Comprehension – (6) / 12.0 Explain thinking using support from text / (What word do you think best describes the relationship between two c		93.6	88.7	88.3
14. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?) 15. Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (What was the last event in the story?) 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?) 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?) 18. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?) 19. Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?) 20. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 21. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?) 22. Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing)) 23. Inferential – (6) / 22.0 Explain how text structures help the audience construct meaning. / (Place the events of the story) 24. Inferential – (6) / 21.0 Explain how text structures help the audience construct meaning. / (Place the events of the story) 25. Explain how text structures help the audience construct meaning. / (Place the events of the story) 26. Explain how text structures help the audience construct meaning. / (Place the events of the story) 26. Explain hinking using support from text / (What word do you think best describes the relationship between two characters in the text?) 27. Explain hinking using support from text / (What word do you think best describes the relationship between two characters	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
15. Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?) 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?) 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?) 18. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?) 19. Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?) 20. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 21. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?) 22. Comprehension – (6) / 22.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing)) 23. 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?) 24. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the text?) 25. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) 26. Inferential – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.) 26. Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	13. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	78.7	80.3	79.2
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?) 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?) 18. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?) 19. Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?) 20. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 21. Inferential – (6) / 12.0 Explain thow text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing)) 21. 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?) 22. Comprehension – (6) / 12.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?) 23. This ferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?) 24. Inferential – (6) / 20.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the text?) 25. Inferential – (6) / 20.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	14. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	78.7	85.6	85.0
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?) 18. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?) 19. Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?) 20. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 21. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?) 22. Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing)) 23. 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?) 24. 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?) 25. Inferential – (6) / 22.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?) 26. 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.) 27. 45.2 47.		76.6	82.3	82.7
18. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?) 19. Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?) 20. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 21. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?) 22. Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing)) 23. 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?) 24. Inferential – (6) / 21.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 25. Inferential – (6) / 22.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.) 26. 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.) 27. Sometime of the main character?) 28. Total careful and character? 28. Total careful and character? 29. Total careful	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
19. Comprehension — (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?) 20. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 55.3 55.4 56. Constructed Response 1. Inferential — (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?) 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)) 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?) 4. Inferential — (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) 5. Inferential — (6) / 22.0 Evaluate messages in texts / (Name one other courageous person in the story.) 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.) 72.3 72.8 73.8 73.8 73.8 73.8 73.8 73.8 73.8 73	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
20. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 55.3 55.4 56. Constructed Response 1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?) 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)) 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?) 4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) 5. Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.)		76.6	80.7	80.2
Constructed Response 1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?) 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)) 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?) 4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) 5. Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.)	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
1. Inferential — (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?) 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)) 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?) 4. Inferential — (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) 5. Inferential — (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.) 71.3 56.8 57. 57. 62.1 62.1 62.1 62.1 62.1 62.1 62.1 62.	20. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)	55.3	55.4	56.1
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)) 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?) 4. Inferential — (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) 5. Inferential — (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.) 5. Inferential — (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.)	·			
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?) 4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) 5. Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.) 81.9 62.1 65. 66.1 77.0 72.3 68.6 67. 67. 68.6 67. 67. 68.6 67. 67. 68.6 67.				57.9
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) 5. Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.) 5. Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.) 5. Tell dialogue between two characters in the text?) 5. Tell dialogue between two characters in the text?) 5. Tell dialogue between two characters in the text?) 5. Tell dialogue between two characters in the text?) 5. Tell dialogue between two characters in the text?) 5. Tell dialogue between two characters in the text?) 5. Tell dialogue between two characters in the text?) 5. Tell dialogue between two characters in the text?) 5. Tell dialogue between two characters in the text?) 5. Tell dialogue between two characters in the text?) 5. Tell dialogue between two characters in the text?) 5. Tell dialogue between two characters in the text?) 5. Tell dialogue between two characters in the text?) 5. Tell dialogue between two characters in the text?) 5. Tell dialogue between two characters in the text?) 5. Tell dialogue between two characters in the text?) 5. Tell dialogue between two characters in the text?		I	1	56.7
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.) 72.3 68.6 67. 44.7 45.2 47.				1
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.) 44.7 45.2 47.				56.8 67.9
		• • • • • • • • • • • • • • • • • • •	1	47.3
11.1 Institute (by) 2-to Expain timining using support from toxic (main original or to big deal. Do you agree or disagree)				71.0
·	The state of the s	1]	'

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



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

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

School #: 348	Roncalli Elementary, St. John's	Grades: K-6	School	Region	Province
Item	Cognitive Level - Outcome (item paramete	er)	[N=24]	[N=1,458]	[N=2,422]
Non-Fiction	Selected Response: (Grade Level) / Outco	me No. / Outcome / (Item parameter)			
1. Comprehension		ategies / (Read for content meaning (Comprehension). Unique feature of a school)	81.8	79.2	79.0
		ategies / (Read for content meaning (Comprehension).Basic necessity in a school)	95.5	94.9	94.6
) / 13.0 Explain how text structures help the audience co		100.0	95.0	94.4
. ,	·	s / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in	100.0	95.7	94.5
,) / 11.0 Integrate effective reading and viewing strategie	s / (Predicting how a new school will affect students)	81.8	87.8	86.3
, ,) / 9.0 Integrate cueing systems to construct meaning / (· · · · · · · · · · · · · · · · · · ·	86.4	82.2	80.3
		s / (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
		s / (Linking a hypothetical situation and applying to text (the situation that best matches the school))	59.1	72.3	72.4
. ,		s / (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
		s / (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		you could attend any school from the text. Which would you choose? Why?)	86.4	65.7	66.1
•	– (6) / 21.0 Explain trilliking using support from text / (imagine – (6) / 21.0 Explain thinking using personal connections / (Whic		72.7	81.4	81.8
•	(6) / 22.0 Evaluate messages in texts / (Which school in text		40.9	54.4	54.8
•	• • • • • • • • • • • • • • • • • • • •	h 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	he visual?)	63.6	74.3	73.4
6. Response to text	- (6) / 20.0 Explain thinking using support from text / (Imagine y	ou moved to a school from the text. Describe how it is different from your current school.)	65.9	67.2	67.3
	ected Response: (Grade Level) / Outcome No. /				
 Comprehensior 	n - (6) / 11.0 Integrate effective reading and viewing str	ategies. / (Why did the main character go on an adventure?)	85.7	88.7	88.3
		. / (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
Comprehensior	n – (6) / 12.0 Explain how text structures help the audier	ce construct meaning / (What was the last event in the story?)	85.7	82.3	82.7
		. / (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 co.	nstruct 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
Comprehensior	n – (6) / 9.0 Integrate cueing systems to construct mean	ng. / (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 Respon					
· · ·	2.0 Evaluate messages in texts / (How did the main character		64.3	56.8	57.9
		ict meaning. / (Place the events of the story in the correct order (Sequencing))	66.7	58.8	56.7
		ou think best describes the relationship between two characters in the story?)	50.0	62.1	62.6
, ,	1.0 Evaluate messages in texts / (Name one other courageous		52.4 76.2	57.0 68.6	56.8 67.9
		ing character appropriate dialoque between two characters in the text?) about a time when you had an experience similiar to the main character.)	42.9	45.2	47.3
•		describes his efforts as "No big deal." Do you agree or disagree?)	61.9	71.7	71.0
7. IIIIGIGIIIIAI — (0) / 20	o.o Explain ullinning using support from text. / (Main Glatatter	describes his enorts as the big deal. De you agree or disagree:	01.9	'1.'	/1.0

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



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

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

School #: 349 St. Andrew's Elementary, St. John's Grades: K-6	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=12]	[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)	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
 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
5. 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
3. 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
0. 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 support from text? (Imagine you could attend any school from the text. Which would you choose? Why?)	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)			
1 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
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
. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	54.6	80.3	79.2
· Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	72.7	85.6	85.0
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
. 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
. 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
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
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
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
P.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
1. 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 similiar 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.

9/29/2015



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

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

	n Bosco School, St. John's Grades: K-9	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=10]	[N=1,458]	[N=2,422]
	elected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Unique feature of a school)	70.0	79.2	79.0
	/ 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)	100.0	94.9	94.6
• •	Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	90.0	95.0	94.4
 Inferential – (6) / 11.0 Ir school) 	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 - difi	fferences in 90.0	95.7	94.5
()	Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	100.0	87.8	86.3
	ntegrate cueing systems to construct meaning / (What is the meaning of the word?)	80.0	82.2	80.3
7. Inferential – (6) / 11.0 Ir	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	u attend) 70.0	87.2	86.9
8. Inferential – (6) / 11.0 Ir	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 Ir	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
 Inferential – (6) / 11.0 Ir 	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.	0.0 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
	.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	100.0	81.4	81.8
	2.0 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
	2.0 Evaluate messages in texts / (Which is purpose of the visual?)	60.0	74.3	73.4
6. Response to text - (6) / 20.0	.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
	Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	/ 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)	77.8	88.7	88.3
2. Inferential – (6) / 11.0 In	ntegrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)	88.9	92.3	90.8
3. Inferential – (6) / 11.0 In	ntegrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	88.9	80.3	79.2
 Inferential – (6) / 9.0 Inte 	tegrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	88.9	85.6	85.0
 Comprehension – (6) / 1 	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
6. Inferential – (6) / 11.0 In	ntegrate 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
7. Inferential – (6) / 12.0 E	Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say	y it?) 44.4	66.8	65.7
8. Inferential – (6) / 11.0 In	ntegrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)	77.8	80.7	80.2
9. Comprehension – (6) / 9	9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)	66.7	72.8	73.0
0. Inferential – (6) / 11.0 In	ntegrate effective reading and viewing strategies. / (What is the literary device? (simile)	11.1	55.4	56.1
Constructed Response				
• •	luate messages in texts / (How did the main character change throughout the story?)	61.1	56.8	57.9
	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
. ,	lain 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
• ,	luate messages in texts / (Name one other courageous person in the story.)	55.6	57.0	56.8
	luate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	77.8	68.6	67.9
	0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	33.3	45.2	47.3
7. Interential – (6) / 20.0 Expla	lain 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.

9/29/2015

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



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

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

School #: 353 St. Kevin's Junior High, St. John's (Goulds) Grades: 6-8	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)	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
s. 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
- 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
0. 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 support norm ext / (integrite you could attend any scribes norm the text. Which would you choose: Why:)	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)			
1. 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
2. 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
. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	79.1	80.3	79.2
Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	74.4	85.6	85.0
. 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
. 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
. 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
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
. 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
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
.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
1. 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
. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) i. Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	68.2 61.4	57.0 68.6	56.8 67.9
interential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.)	36.4	45.2	47.3
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
. Informati – (b) / 20.0 Exprain uninning using support from text. / (main character describes his enorts as individual. Do you agree or disagree?)	29.1	'1.'	'1.0

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



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

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

School #: 355 St. Mary's Elementary, St. John's Grades: K-6	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=15]	[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)	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
5. 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
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
3. 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
0. 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 support norm text? (Imagine you could alterid any school from the text. Which would you choose? Why?)	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)			
1. 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
2. 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
. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	93.3	80.3	79.2
Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	66.7	85.6	85.0
. 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
. 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
. 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
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
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
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
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
2. 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
. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	53.3	57.0	56.8
i. Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)	73.3 60.0	68.6	67.9
3. 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?)	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.

9/29/2015



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

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

School #: 356 St	t. Matthews Elementary, St. John's	Grades: K-7	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)		[N=23]	[N=1,458]	[N=2,422]
Non-Fiction	Selected Response: (Grade Level) / Outcome No	o. / 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
	13.0 Explain how text structures help the audience construction		90.5	95.0	94.4
4. Inferential – (6) / school)	11.0 Integrate effective reading and viewing strategies / (Usi	ing a new situation and applying to text (if a student moved to your school from another country in text - differences in	90.5	95.7	94.5
5. Inferential – (6) /	11.0 Integrate effective reading and viewing strategies / (Pro	edicting 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	s the meaning of the word?)	76.2	82.2	80.3
7. Inferential – (6) /	11.0 Integrate effective reading and viewing strategies / (Usi	ing 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
		king a hypothetical situation and applying to text (the situation that best matches the school))	76.2	72.3	72.4
		ing 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
		nthesizing information (how an organization in their own lives is similiar to the organization in the text)	66.7	50.7	48.7
Constructed Respons		uld attend any school from the text. Which would you choose? Why?)	76.2	65.7	66.1
•	6) / 21.0 Explain thinking using support from text? (imagine you cot 6) / 21.0 Explain thinking using personal connections / (Which school		85.7	81.4	81.8
•	(6) / 22.0 Evaluate messages in texts / (Which school in text is most		54.8	54.4	54.8
•	(6) / 21.0 Explain thinking using personal connections / (Which school		69.0	63.8	63.5
5. Response to text - ((6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual	al?)	71.4	74.3	73.4
6. Response to text - (6) / 20.0 Explain thinking using support from text / (Imagine you mov	ed to a school from the text. Describe how it is different from your current school.)	57.1	67.2	67.3
	ted Response: (Grade Level) / Outcome No. / Outco				
	– (6) / 11.0 Integrate effective reading and viewing strategies		90.0	88.7	88.3
 Inferential – (6) / ¹ 	11.0 Integrate effective reading and viewing strategies. / (WI	nich phrase best represents the message of the story?)	100.0	92.3	90.8
3. Inferential - (6) /	11.0 Integrate effective reading and viewing strategies. / (WI	nich word describes a character's feelings?)	80.0	80.3	79.2
 Inferential – (6) / 9 	9.0 Integrate cueing systems to construct meaning. / (Modes	ty defined. Which character was modest?)	90.0	85.6	85.0
5. Comprehension -	- (6) / 12.0 Explain how text structures help the audience con	struct meaning / (What was the last event in the story?)	85.0	82.3	82.7
6. Inferential - (6) /	11.0 Integrate effective reading and viewing strategies. / (Wh	ich word best describes how the main character felt at this point in the story?)	75.0	77.7	76.0
7. 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
8. Inferential - (6) /	11.0 Integrate effective reading and viewing strategies. / (Afte	er the ordeal, which phrase best describes the appearance of the main character?)	85.0	80.7	80.2
9. Comprehension -	- (6) / 9.0 Integrate cueing systems to construct meaning. / (V	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. / (Wh	at is the literary device? (simile)	80.0	55.4	56.1
Constructed Response					
• • •	DEvaluate messages in texts / (How did the main character change		64.3	56.8	57.9
	•	ning. / (Place the events of the story in the correct order (Sequencing))	66.7	58.8	56.7
		best describes the relationship between two characters in the story?)	42.9	62.1	62.6
	D Evaluate messages in texts / (Name one other courageous persor		52.4 66.7	57.0 68.6	56.8 67.9
	O Evaluate messages in texts / (Complete speech balloon using cha 6) / 21.0 Explain thinking using personal connections / (Tell about a		23.8	45.2	47.3
				1	
7. mierentiai – (6) / 20.0	2 Explain thinking using support from text. / (Main character describe	es nis enons as ino 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.

9/29/2015



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

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

School #: 360 Rennie's River Elementary School, St. John's Grades: K-6	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=18]	[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)	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
0. 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. Pennance to tout. (6) (20.0 Explain thinking uping curport from tout.) (Impairs you could offend any coheal from the tout. Which would you choose? Why?)	50.0	65.7	66.1
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?) 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)			
1. 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
2. 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
3. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	75.0	80.3	79.2
l- Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	87.5	85.6	85.0
5. 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
s. 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
7. 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
3. 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
o. 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
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.) F. Inferential – (6) / 22.0 Evaluate messages in texts / (Complete encode by Name of the story)	50.0 57.1	57.0	56.8 67.9
5.Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.)	21.4	68.6 45.2	47.3
	21.4	1	1
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.

9/29/2015



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

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

School #: 362 St. Teresa's School/Ecole Ste-Thérèse, St. John's Grades: K-6	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=31]	[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)	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
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
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
scribbly Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	87.1	87.8	86.3
Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)	80.7	82.2	80.3
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
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
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
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	45.0	05.7	
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) 3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	71.0 45.2	81.4 54.4	81.8 54.8
1. 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
Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	80.6	74.3	73.
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)			
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
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
Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	75.0	80.3	79.2
Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	89.3	85.6	85.0
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
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
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
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
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
Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)	46.4	55.4	56.
Constructed Response			
Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	41.4	56.8	57.
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.
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	62.0
Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	48.3	57.0	56.
Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue between two characters in the text?)	55.2	68.6	67.
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.)	34.5	45.2	47.
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.

9/29/2015



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

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

School #: 363	Vanier Elementary, St. John's Grades: K-6	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=21]	[N=1,458]	[N=2,422]
Non-Fiction	tion Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Compreher 	ension – (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
•	ension – (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
	I – (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 - school)	I – (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 - diff		95.7	94.5
,	I – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	70.0	87.8	86.3
	I – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)	80.0	82.2	80.3
	I – (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		87.2	86.9
	I – (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
	I – (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		83.3	83.1
	I – (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 Re	Response o 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
•	text = (6) / 20.0 Explain thinking using support from text / (imagine you could attend any scribor from the text. Which would you choose? Why?) text = (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	85.0	81.4	81.8
•	text = (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	70.0	54.4	54.8
•	o 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
•	o text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	60.0	74.3	73.4
6. Response to t	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 S	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Comprehen	ension – (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. Comprehen	ension – (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
	- (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		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
	ension – (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
	- (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)	57.1	55.4	56.1
Constructed Res	esponse			
1. Inferential – (6	(6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	57.1	56.8	57.9
,	ion – (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
• •	(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
, ,	(6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	71.4	57.0	56.8
	(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
•	text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	47.6	45.2	47.3
7. Interential – (6	(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.



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

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

School #: 364 Virginia Park Elementary, St. John's Grades: K-6	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=14]	[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)	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
 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
5. 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
3. 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
0. 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 support from text / (imagine you could attend any school norm the text. which would you choose? why?)	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)			
1 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
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
. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	81.8	80.3	79.2
Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	90.9	85.6	85.0
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
. 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
. 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
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
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
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
1. 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
I. 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 similiar 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.

9/29/2015



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

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

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	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Comprehens 	sion – (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. Comprehens	sion – (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 – (school)	- (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	n text - differences in 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 hyp	pothetical assignment) 91.5	83.3	83.1
	- (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		50.7	48.7
Constructed Resp	sponse ext – (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
•	ext – (6) / 21.0 Explain thinking using support from text / (imagine you could attend any scrioor from the text. which would you choose? why?) ext – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	78.7	81.4	81.8
•	ext – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	57.4	54.4	54.8
•	ext – (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
•	ext – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)	76.6	74.3	73.4
6. Response to tex	ext - (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 Se	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Comprehensi	sion – (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 – (i	(6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)	97.9	92.3	90.8
3. Inferential – (6	(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	(6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	85.1	85.6	85.0
5. Comprehensi	sion – (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
•	(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
	(6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would most		66.8	65.7
	(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
	sion – (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
•	(6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)	59.6	55.4	56.1
Constructed Response	ponse			
) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	62.5	56.8	57.9
2.Comprehension -	n – (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
	/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
, ,)/21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	64.6	57.0	56.8
)/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
•	ext – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar 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.



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

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

School #: 370	Stella Maris Academy, Trepassey	Grades: K-12	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=1]	[N=1,458]	[N=2,422]
Non-Fiction	on Selected Response: (Grade Level) / Outcon	ne No. / Outcome / (Item parameter)	School data		
1. Compreher	nsion – (6) / 11.0 Integrate effective reading and viewing stra	tegies / (Read for content meaning (Comprehension). Unique feature of a school)	with 5 or fewer	79.2	79.0
2. Compreher	nsion – (6) / 11.0 Integrate effective reading and viewing stra	tegies / (Read for content meaning (Comprehension).Basic necessity in a school)	students	94.9	94.6
	– (6) / 13.0 Explain how text structures help the audience cor		withheld for	95.0	94.4
	·	/ (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in	reasons of	95.7	94.5
school)			confidentiality.	00.7	01.0
5. Inferential -	- (6) / 11.0 Integrate effective reading and viewing strategies	/ (Predicting how a new school will affect students)	comacmamy.	87.8	86.3
6. Inferential –	- (6) / 9.0 Integrate cueing systems to construct meaning / (V	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
3. 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
0. 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 Re	•			05.7	
•		you could attend any school from the text. Which would you choose? Why?)		65.7	66.1
•	text – (6) / 21.0 Explain thinking using personal connections / (Whicl text – (6) / 22.0 Evaluate messages in texts / (Which school in text is			81.4 54.4	81.8 54.8
•	text = (6) / 21.0 Evaluate messages in texts / (Which school in text is text – (6) / 21.0 Explain thinking using personal connections / (Which			63.8	63.5
•	text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the			74.3	73.4
		ou moved to a school from the text. Describe how it is different from your current school.)		67.2	67.3
Fiction S	Selected Response: (Grade Level) / Outcome No. / C	Outcome / (Item parameter)			
	sion – (6) / 11.0 Integrate effective reading and viewing stra			88.7	88.3
		/ (Which phrase best represents the message of the story?)		92.3	90.8
	- (6) / 11.0 Integrate effective reading and viewing strategies.			80.3	79.2
	- (6) / 9.0 Integrate cueing systems to construct meaning. / (N			85.6	85.0
	• • • • • • • • • • • • • • • • • • • •	the construct meaning / (What was the last event in the story?)		82.3	82.7
		/ (Which word best describes how the main character felt at this point in the story?)		77.7	76.0
		struct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)		66.8	65.7
	···	/ (After the ordeal, which phrase best describes the appearance of the main character?)		80.7	80.2
	sion – (6) / 9.0 Integrate cueing systems to construct meanir			72.8	73.0
•	- (6) / 11.0 Integrate effective reading and viewing strategies.			55.4	56.1
Constructed Res	sponse				
	s) / 22.0 Evaluate messages in texts / (How did the main character o	hange throughout the story?)		56.8	57.9
• •	,	ct meaning. / (Place the events of the story in the correct order (Sequencing))		58.8	56.7
	, , , , , , , , , , , , , , , , , , , ,	u think best describes the relationship between two characters in the story?)		62.1	62.6
٠,	s) / 21.0 Evaluate messages in texts / (Name one other courageous			57.0	56.8
		ng character appropriate dialoque between two characters in the text?)		68.6	67.9
5. Response to te		bout a time when you had an experience similiar to the main character.)		45.2	47.3
		lescribes 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.

9/29/2015



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

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

	Cognitive Level - Outcome (item parameter)	[N=31]	[N=1,458]	[N=2,422]
Item		[14=31]	[14=1,450]	[14=2,422]
Non-Fiction				
•	on – (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
	on – (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
•	S) / 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 school)	5) / 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	93.3	95.7	94.5
5. Inferential – (6	5) / 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	5) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)	76.7	82.2	80.3
7. Inferential – (6	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	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	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	s) / 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 to tox	onse – (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
•	= (6) / 21.0 Explain thinking using support from text / (imagine you could attend any school from the text. Which would you choose? Why?) = (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	79.3	81.4	81.8
,	- (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	55.2	54.4	54.8
•	- (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 Sel	ected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Comprehension	n – (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	n – (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
) / 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
	n – (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
•) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)	60.0	55.4	56.1
Constructed Respo	nse			
1. Inferential – (6) / 2	22.0 Evaluate messages in texts / (How did the main character change throughout the story?)	55.0	56.8	57.9
•	(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
• • •	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
1 /	21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	63.3	57.0	56.8
	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) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	33.3	45.2	47.3
7. Interential – (6) / 2	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

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

9/29/2015

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Province

Region

School



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

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

School #: 372	St. Bernard's Elementary, Witless Bay	Grades: K-6	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)		[N=24]	[N=1,458]	[N=2,422]
Non-Fictio	on Selected Response: (Grade Level) / Outcom	ne No. / Outcome / (Item parameter)			
 Comprehen 	nsion – (6) / 11.0 Integrate effective reading and viewing strat	egies / (Read for content meaning (Comprehension). Unique feature of a school)	95.2	79.2	79.0
 Comprehen 	nsion – (6) / 11.0 Integrate effective reading and viewing strat	egies / (Read for content meaning (Comprehension).Basic necessity in a school)	100.0	94.9	94.6
	- (6) / 13.0 Explain how text structures help the audience con		95.2	95.0	94.4
4. Inferential – school)	- (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	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 / (W	(hat is the meaning of the word?)	90.5	82.2	80.3
	• • • • • • • • • • • • • • • • • • • •	/ (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
		(Synthesizing information (how an organization in their own lives is similiar to the organization in the text)	42.9	50.7	48.7
Constructed Res	•	ou could attend any school from the text. Which would you choose? Why?)	95.5	65.7	66.1
•	text – (6) / 21.0 Explain thinking using personal connections / (Which		86.4	81.4	81.8
•	text – (6) / 22.0 Evaluate messages in texts / (Which school in text is		70.5	54.4	54.8
4. Response to 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
	text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the		86.4	74.3	73.4
6. Response to to	text - (6) / 20.0 Explain thinking using support from text / (Imagine yo	u moved to a school from the text. Describe how it is different from your current school.)	70.5	67.2	67.3
	Selected Response: (Grade Level) / Outcome No. / O				
	sion - (6) / 11.0 Integrate effective reading and viewing strat		95.2	88.7	88.3
	(6) / 11.0 Integrate effective reading and viewing strategies.		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. / (M	lodesty defined. Which character was modest?)	76.2	85.6	85.0
Comprehens	sion – (6) / 12.0 Explain how text structures help the audienc	e 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 cons	struct 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
Comprehens	sion – (6) / 9.0 Integrate cueing systems to construct meaning	g. / (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 Res	sponse				
) / 22.0 Evaluate messages in texts / (How did the main character cl		71.4	56.8	57.9
•	• • • • • • • • • • • • • • • • • • • •	t meaning. / (Place the events of the story in the correct order (Sequencing))	66.7	58.8	56.7
		think best describes the relationship between two characters in the story?)	57.1	62.1	62.6
	(i) / 21.0 Evaluate messages in texts / (Name one other courageous p	person in the story.) In the story.) In the story.)	47.6 90.5	57.0 68.6	56.8 67.9
		out a time when you had an experience similiar to the main character.)	57.1	45.2	47.3
•	2) / 20.0 Explain thinking using personal conflections / (Fell al.)	•	85.7	71.7	71.0
7. IIII 61 61 III ai — (0)	y / 20.0 Explain dillining using support from text. / (Main Character d	Socilibes this efforts as the big deal. Do you agree of disagree;	00.7	' ' ' ' '	''.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



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

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

School #: 427	Holy Name of Mary Academy, Lawn	Grades: K-12	School	Region	Province
Item	Cognitive Level - Outcome (item paramete	n	[N=5]	[N=1,458]	[N=2,422]
Non-Fiction	on Selected Response: (Grade Level) / Outcor	me No. / Outcome / (Item parameter)	School data		
1. Comprehei	nsion – (6) / 11.0 Integrate effective reading and viewing stra	ategies / (Read for content meaning (Comprehension). Unique feature of a school)	with 5 or fewer	79.2	79.0
2. Comprehei	nsion – (6) / 11.0 Integrate effective reading and viewing stra	ntegies / (Read for content meaning (Comprehension). Basic necessity in a school)	students	94.9	94.6
	– (6) / 13.0 Explain how text structures help the audience co		withheld for	95.0	94.4
4. Inferential -	- (6) / 11.0 Integrate effective reading and viewing strategies	s / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in	reasons of	95.7	94.5
school)			confidentiality.	00	""
5. Inferential -	- (6) / 11.0 Integrate effective reading and viewing strategies	s / (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 	s / (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	s / (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 	s / (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	s / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)		50.7	48.7
Constructed Re	•	val acted attend any cabactifrom the text. Which would val abace 2 M/b/2)		65.7	66.1
•	text – (6) / 20.0 Explain thinking using support from text / (imagine) text – (6) / 21.0 Explain thinking using personal connections / (Whici	you could attend any school from the text. Which would you choose? Why?)		81.4	81.8
•	text = (6) / 21.0 Explain trilliking using personal connections / (which text = (6) / 22.0 Evaluate messages in texts / (Which school in text is			54.4	54.8
•	text – (6) / 21.0 Explain thinking using personal connections / (Which			63.8	63.5
•	text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the			74.3	73.4
6. Response to	text - (6) / 20.0 Explain thinking using support from text / (Imagine ye	ou moved to a school from the text. Describe how it is different from your current school.)		67.2	67.3
Fiction S	Selected Response: (Grade Level) / Outcome No. / C	Outcome / (Item parameter)			
11. Comprehen	nsion - (6) / 11.0 Integrate effective reading and viewing stra	ntegies. / (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
3. 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. / (I	Modesty defined. Which character was modest?)		85.6	85.0
5. Comprehen	nsion – (6) / 12.0 Explain how text structures help the audienc	ce 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 con	struct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)		66.8	65.7
18. <i>Inferential</i> –	- (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. Comprehen	nsion – (6) / 9.0 Integrate cueing systems to construct meani	ng. / (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 Res	sponse				
1. Inferential – (6	6) / 22.0 Evaluate messages in texts / (How did the main character of	change throughout the story?)		56.8	57.9
•	• • • • • • • • • • • • • • • • • • • •	ct meaning. / (Place the events of the story in the correct order (Sequencing))		58.8	56.7
		think best describes the relationship between two characters in the story?)		62.1	62.6
•	6) / 21.0 Evaluate messages in texts / (Name one other courageous			57.0	56.8
		ing character appropriate dialoque between two characters in the text?) bout a time when you had an experience similiar to the main character.)		68.6	67.9
•				45.2 74.7	47.3
7. interential – (6	6) / 20.0 Explain thinking using support from text. / (Main character of	describes fils efforts as Tivo 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.

9/29/2015



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

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

one of the state o	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		
1. Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Unique feature of a school)	with 5 or fewer	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)	students	94.9	94.6
3. Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	withheld for	95.0	94.4
 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) 	reasons of confidentiality.	95.7	94.5
5. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	cormacriticanty.	87.8	86.3
s. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)		82.2	80.3
. 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
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
o. 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
0. 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		05.7	00.4
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) 3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		81.4 54.4	81.8 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)			
Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		88.7	88.3
Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		92.3	90.8
s. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		80.3	79.2
Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		85.6	85.0
5. 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
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
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
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
Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)		72.8	73.0
Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)		55.4	56.1
Constructed Response			
I. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		56.8	57.9
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
t. 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
. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		57.0	56.8
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
S. 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.



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

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

Non-Fiction Selected Response: (Grade Level) / Outcome / (Item parameter) 1. Comprohimation: -(i) / 11.0 Integrate office/two reading and viewing strategies / (Reland for content maning (Comprohimation)). Basic recessity in a school) 2. Comprohimation: -(ii) / 11.0 Integrate office/two reading and viewing strategies / (Reland for content maning (Comprohimation)). Basic recessity in a school) 3. Information: -(iii) / 11.0 Integrate office/two reading and viewing strategies / (Reland for content maning (Comprohimation)). Basic recessity in a school) 4. Information: -(iii) / 11.0 Integrate office/two reading and viewing strategies / (Using a new statetion and applying to text (if a student moved to your school from another country in text - differences in school of the country of the view of the	School #: 433 Tricon Elementary, Bay de Verde Grades: K-6	School	Region	Province
1. Comprehension—(6) / 11.0 bitegrate effective reading and viewing strategies / (Fead for content meaning (Comprehension) Unique features (Comprehension) (10.0 as school) (10.0 as findermial—(6) / 13.0 Explain how text structures height the authence construct meaning (Parpose of graphic in the heading) (10.0 as findermial—(6) / 13.0 Explain how text structures height the authence construct meaning (Parpose of graphic in the heading) (10.0 as foot of school) (10.0 as	Item Cognitive Level - Outcome (item parameter)	[N=9]	[N=1,458]	[N=2,422]
2. Comprehension — (6) (1.10 Unlegrate effective meding and viewing strategies ((Peac do routent meaning (Comprehension) Basic necessity in a school) 4. Indexential — (6) (1.10 Unlegrate effective meding and viewing strategies ((Valvas of application in the heading) 5. Indexential — (6) (1.10 Unlegrate effective meding and viewing strategies (Valvas of application in the heading) 6. Indexential — (6) (1.10 Unlegrate effective meding and viewing strategies (Valvas of an ewa school will affect students) 6. Indexential — (6) (1.10 Unlegrate cellective routing and viewing strategies (Valvas of an ewa school will affect students) 6. Indexential — (6) (1.10 Unlegrate cellective routing and viewing strategies (Valvas of application of the word) 6. Indexential — (6) (1.10 Unlegrate cellective routing and viewing strategies (Valvas of application) 6. Indexential — (6) (1.10 Unlegrate cellective routing and viewing strategies (Valvas of application) 6. Indexential — (6) (1.10 Unlegrate effective reading and viewing strategies (Valvas of application) 6. Indexential — (6) (1.10 Unlegrate effective reading and viewing strategies (Valvas of application) 6. Indexential — (6) (1.10 Unlegrate effective reading and viewing strategies (Valvas of application) 6. Indexential — (6) (1.10 Unlegrate effective reading and viewing strategies (Valvas of application) 6. Indexential — (6) (1.10 Unlegrate effective reading and viewing strategies (Valvas of application) 6. Indexential — (6) (1.10 Unlegrate effective reading and viewing strategies (Valvas of application) 6. Indexential — (6) (1.10 Unlegrate effective reading and viewing strategies (Valvas of application) 6. Indexential — (6) (1.10 Unlegrate effective reading and viewing strategies (Valvas of application) 6. Indexential — (6) (1.10 Unlegrate effective reading and viewing strategies (Valvas of application) 6. Indexential — (6) (1.10 Unlegrate effective reading and viewing strategies (Valvas of application) 6. Indexential — (6) (1.10 Unlegrate effective reading	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Informatial — (6) / 1.30 Explain how text structures help the audience construct meaning (Purpose of graphic in the heading) 2. Informatial — (6) / 1.10 Integrate effective reading and viewing strategies / (Ering a new studion and applying to text (fit a student moved to your school from another country in text - differences in school) 3. Informatial — (6) / 1.10 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students) 4. Informatial — (6) / 1.10 Integrate effective reading and viewing strategies / (Unling a new student) and applying to text (fit of the word?) 5. Informatial — (6) / 1.10 Integrate effective reading and viewing strategies / (Unling a new student) and applying to text (first school in the text school you attend if year this hypothetical essignment) 5.6.6 5.7. 2. 3. Informatial — (6) / 1.10 Integrate effective reading and viewing strategies / (Unling a new studion) and applying to text (first school in the text world you attend if year this hypothetical essignment) 5.6.6 5.7. 2. 3. 1. Informatial — (6) / 1.10 Integrate effective reading and viewing strategies / (Winking a new studion) and applying to text (which school in the text world you attend if year this hypothetical essignment) 5.6.6 5.7. 2. 3. 1. Informatial — (6) / 1.10 Integrate effective reading and viewing strategies / (Winking a new studion) and applying to text (which world you attend if year this hypothetical essignment) 5.6.6 5.7. 2. 3. 1. Informatial — (6) / 1.10 Integrate effective reading and viewing strategies / (Winking a new studion) and applying to text (which world you attend if year this hypothetical essignment) 5.6.6 5.7. 2. 1. Response to text — (6) / 2.00 Explain thinking using using using using year of the similar of the text. Which world you achoose? Why?) 5. 2. Response to text — (6) / 2.00 Explain thinking using using part of the similar of the strategies of the strategies of the strategies / (Winkin school in set as most appropriate for the strategies of the strateg	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
4. Inferential - (6) / 1.10 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 school) 5. Inferential - (6) / 1.10 Integrate effective reading and viewing strategies / (Predicting how a new school will affeat students) 6. Inferential - (6) / 1.10 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if if you wanted special assistance, what school in the text should you attend) 6. Inferential - (6) / 1.10 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (if it is situation that best matches the school)) 5. Inferential - (6) / 1.10 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (the situation that best matches the school)) 5. Inferential - (6) / 1.10 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (the situation that best matches the school)) 5. Inferential - (6) / 1.10 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (the situation that best matches the school)) 5. Inferential - (6) / 1.10 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (the situation that best matches the school)) 5. Inferential - (6) / 1.10 Integrate effective reading and viewing strategies / (Vieting a new situation and applying to text (the situation that best matches the school)) 5. Inferential - (6) / 1.10 Integrate effective reading and viewing strategies / (Vieting a new situation and applying to text (the situation that best matches school)) 5. Inferential - (6) / 1.10 Integrate effective reading and viewing strategies / (Vieting and school) in the sext view view view view view view view view	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
s. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students) 8. Inferential — (6) / 10.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?) 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)) 9. 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)) 9. 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)) 9. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies / (Clipsing new situation and applying to text (the situation that best matches the school)) 9. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies / (Clipsing new situation and applying to text (the situation that best matches the school)) 9. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information flow an organization in their own hows is similar to the organization in the text) 1. Response to text — (8) / 20.0 Explain thinking using support from text / (miching school would you least like to a stend? Explain) 9. Response to text — (8) / 20.0 Explain thinking using appearance connections / (Which school to text is most environmentally thereby?) 9. Response to text — (8) / 20.0 Explain thinking using appearance of the views and school from the text. Describe how it is different from your current school.) 9. Response to text — (8) / 20.0 Explain thinking using appearance of the study? 9. Response to text — (8) / 20.0 Explain thinking using appearance of the study? 9. Response to text — (8) / 20.0 Explain thinking using appearance of the text. Describe how it is different from y	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
5. Inferential – (6) / 11 to Integrate effective reading and viewing strategies / (Predicting how an ewa school will affect students) 5. Inferential – (6) / 10 Integrate elective reading and viewing strategies / (Ubring a new situation and applying to text (the situation that best matches the school) 5. Inferential – (6) / 11,0 Integrate effective reading and viewing strategies / (Ubring a new situation and applying to text (the situation that best matches the school) 5. Inferential – (6) / 11,0 Integrate effective reading and viewing strategies / (Ubring a new situation and applying to text (the situation that best matches the school) 5. Inferential – (6) / 11,0 Integrate effective reading and viewing strategies / (Wising a new situation and applying to text (the situation that best matches the school) 5. Inferential – (6) / 11,0 Integrate effective reading and viewing strategies / (Wising sizing information (now an organization in the text would you attend digiven this hypothetical assignment) 5. School 10 Integrate effective reading and viewing strategies / (Wising super from text / (Imagine you could stend any school from the ext. Which would you choose? Why?) 6. School 10 Integrate of Integ		100.0	95.7	94.5
6. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?) 7. 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)) 7. 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)) 7. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similar to the organization in the text) 7. Constructed Response 7. Response to text – (6) / 22.0 Explain thinking using support from text / (Integrine you could attend any school from the text. Which would you choose? Why?) 7. Response to text – (6) / 22.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain) 7. Response to text – (6) / 22.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain) 7. Response to text – (6) / 22.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain) 7. Response to text – (6) / 22.0 Explain thinking using support from text / (Which school would you least like to attend? Explain) 7. Response to text – (6) / 22.0 Explain thinking using support from text / (Which school would you least like to attend? Explain) 7. Response to text – (6) / 22.0 Explain thinking using support from text / (Which school would you least like to attend? School your community? Explain) 7. Response to text – (6) / 22.0 Explain thinking using support from text / (Which would described your community? Explain) 7. Response to text – (6) / 22.0 Explain thinking using support from text / (Which would described your community? Explain) 7. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which would described your community? Explain) 7	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
1. Interential - (6) / 11.0 Iniegrate effective reading and viewing strategies / (Using a new situation and applying to text (the situation that best matches the school) 56,6 72,3 3. 1. Interential - (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 57,2 3. Interential - (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similar to the organization in the text) 55,6 57,2 3. The properties of the first of t				80.3
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)) 9. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similar to the organization in the text) 85.6 93.3 10. Interential – (6) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similar to the organization in the text) 86.7 86				86.9
9. Inferential – (6) / 1.1.0 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) 1. Response to text – (6) / 2.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?) 1. Response to text – (6) / 2.0 Explain thinking using purport from text / (Imagine you could attend any school from the text. Which would you choose? Why?) 1. Response to text – (6) / 2.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain) 1. Response to text – (6) / 2.0 Explain thinking using personal connections / (Which school in text is most environmentally friendly?) 1. Response to text – (6) / 2.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain) 1. Response to text – (6) / 2.0 Explain thinking using personal connection / (Which school in text is most appropriate for your community? Explain) 1. Response to text – (6) / 2.0 Explain thinking using personal connection / (Which school in text is most appropriate for your community? Explain) 1. Response to text – (6) / 2.0 Explain thinking using personal connection / (Which is purpose of the visual?) 1. Response to text – (6) / 2.0 Explain thinking using upper from text (Imagine your moved to a school from the text. Describe how it is different from your current school.) 1. Inferential – (6) / 1.1. O Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?) 1. Inferential – (6) / 1.1. O Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?) 1. Inferential – (6) / 1.0. D Explain how text structures help the audience construct meaning / (What was the last event in the story?) 1. Inferential – (6) / 1.0. D Explain how text structures help the audience construct meaning / (What was the last event in the s	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))	I		72.4
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.) 1. Response to ext – (6) / 2.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?) 2. Response to ext – (6) / 2.0 Explain thinking using personal connections? (Which school would you least like to attend? Explain) 3. Response to ext – (6) / 2.0 Explain thinking using personal connections? (Which school with a small principly) 4. Response to ext – (6) / 2.0 Explain thinking using personal connections? (Which school in text is most appropriate for your community? Explain) 5. Response to ext – (6) / 2.0 Explain thinking using personal connections? (Which school in text is most appropriate for your community? Explain) 5. Response to ext – (6) / 2.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.) 5. Response to ext – (6) / 2.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.) 5. Response to ext – (6) / 2.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.) 5. Response to ext – (6) / 2.0 Explain thom text structures head you wing strategies. / (Which phrase best inpresents the message of the story?) 5. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best inpresents the message of the story?) 5. Comprehension – (6) / 11.0 Diagrate cueling systems to construct meaning, / (Modelsy defined. Which character was modest?) 5. Comprehension – (6) / 11.0 Diagrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?) 5. Inferential – (6) / 11.0 Diagrate ef	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)			83.1
1. Response to text — (a) / 2.0.0 Explain thinking using personal connections / (Which school in ext is most appropriate for your community? Explain) 2. Response to text — (a) / 2.0 Explain the intermited is not send? Explain) 3. Response to text — (b) / 2.0 Explain the messages in texts / (Which school in text is most appropriate for your community? Explain) 5. Response to text — (b) / 2.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain) 6. Response to text — (b) / 2.0 Explain thinking using personal connections / (Which school in ext is most appropriate for your community? Explain) 6. Response to text — (b) / 2.0 Explain thinking using personal connections / (Which school in ext is most appropriate for your community? Explain) 6. Response to text — (b) / 2.0 Explain thinking using support from text / (Which is purpose of the visual?) 6. Response to text — (b) / 2.0 Explain thinking using support from text / (Which word text) 6. Response to text — (b) / 2.0 Explain thinking using support from text / (Which word text) 6. Response to text — (b) / 2.0 Explain thinking using a support from text / (Which word text) 6. Response to text — (b) / 2.0 Explain though text such as a such as		I		48.7
1. Response to text—(6)/2.00 Explain thinking using personal connections / (Winkin school must you lesst like to attend? Explain) 2. Response to text—(6)/2.01 Explain thinking using personal connections / (Winkin school in text is most environmentally friendly?) 4. Response to text—(6)/2.02 Explainate messages in texts / (Which school in text is most environmentally friendly?) 5. Response to text—(6)/2.02 Explainate messages in texts / (Which is purpose of the visual?) 6. Response to text—(6)/2.02 Explain thinking using personal connections / (Winkin school in text is most expropriate for your community? Explain) 6. Response to text—(6)/2.02 Explain thinking using personal connections / (Winkin school in text is most expropriate for your community? Explain) 6. Response to text—(6)/2.02 Explain thinking using support from text / (Winkin is purpose of the visual?) 6. Response to text—(6)/2.02 Explain thinking using support from text / (Winkin is purpose of the visual?) 6. Response to text—(6)/2.02 Explain thinking using support from text / (Winkin is purpose of the visual?) 6. Response to text—(6)/2.02 Explain thinking using support from text / (Winkin is purpose of the visual?) 6. Response to text—(6)/2.02 Explain thinking using support from text / (Winkin is purpose of the visual?) 6. Response to text—(6)/2.02 Explain thinking using support from text / (Winkin is purpose of the visual?) 6. Response to text—(6)/2.02 Explain thinking using support from text / (Winkin is purpose of the visual?) 6. Response to text—(6)/2.02 Explain thinking using support from text / (Winkin is purpose of the visual?) 6. Response to text—(6)/2.02 Explain thinking using personal object describes the visual object of text is described to the visual object of text is described to text its point in the story?) 6. Response to text—(6)/2.02 Explain thinking using personal object the visual object text is appearance of the main character would most likely say it?) 6. Response text—(6)/2.02 Explain thinking using personal object the text is	Constructed Response			
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3. Response to text—(6) / 22.0 Evaluate messages in texts / (Which school in text is most appropriate for your community? Explain) 4. Response to text—(6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?) 5. Response to text—(6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?) 6. Response to text—(6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?) 7. Exciton Selected Responses: (Grade Level) / Outcome / (Item parameter) 11. Comprehension—(6) / 11.0 Inlegrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?) 12. Inferential—(6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?) 13. Inferential—(6) / 11.0 Integrate effective reading and viewing strategies. / (Which the word describes a character's feelings?) 14. Inferential—(6) / 12.0 Integrate effective reading and viewing strategies. / (Which character was modest?) 15. Comprehension—(6) / 12.0 Explain how text structures help the audience construct meaning. / (Modesty defined. Which character was modest?) 16. Inferential—(6) / 12.0 Explain how text structures help the audience construct meaning. / (What was the last event in the story?) 17. Inferential—(6) / 12.0 Explain how text structures help the audience construct meaning. / (What was the last event in the story?) 18. Inferential—(6) / 12.0 Explain how text structures help the audience construct meaning. / (What was the last event in the story?) 18. Inferential—(6) / 12.0 Explain how text structures help the audience construct meaning. / (What was the last event in the story?) 18. Inferential—(6) / 12.0 Explain how text structures help the audience construct meaning. / (What was the last vert in the story?) 18. Inferential—(6) / 12.0 Explain how text structures help the audience construct meaning. / (What was the last vert in the story?) 18. Inferential—(6) / 12.0 Explain how text structures help the audience cons		l l	1	81.8
5. Response to text - (6) / 2.0. Explain thinking using support from text / (Which is purpose of the visual?) 6. Response to text - (6) / 2.0. Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.) 74. Sepanse to text - (6) / 2.0. Explain thinking using support from text / (Which word of a school from the text. Describe how it is different from your current school.) 88.9 88.7 12. Inferential - (6) / 1.1.0. Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?) 13. Inferential - (6) / 1.1.0. Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?) 14. Inferential - (6) / 1.0. Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?) 15. Comprehension - (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?) 16. Inferential - (6) / 1.1. Integrate cueing systems to construct meaning / (What was the last event in the story?) 17. Inferential - (6) / 1.2.0 Explain how text structures help the audience construct meaning / (Imagine another hypothetical statement was in the text. Which character would most likely say it?) 18. Inferential - (6) / 1.2.0 Explain how text structures help the audience construct meaning / (What is the meaning of a word in the text?) 19. Comprehension - (6) / 9.0 Integrate effective reading and viewing strategies. / (Which will have best describes the appearance of the main character would most likely say it?) 19. Comprehension - (6) / 1.0. Integrate effective reading and viewing strategies. / (What is the meaning of a word in the text?) 20. Inferential - (6) / 1.1.0 Integrate effective reading systems to construct meaning. / (What is the meaning of a word in the text?) 21. Inferential - (6) / 2.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the		27.8	54.4	54.8
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.) Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Comprehension - (6)/11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?) 12. Inferential - (6)/11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?) 13. Inferential - (6)/11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?) 14. Inferential - (6)/11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?) 15. Comprehension - (6)/12.0 Explain how lext structures help the audience construct meaning, / (Modesty defined, Which was the last event in the story?) 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?) 17. Inferential - (6)/11.0 Integrate effective reading and viewing strategies. / (Which word best describes the appearance of the main character would most likely say it?) 18. Inferential - (6)/11.0 Integrate effective reading and viewing strategies. / (Which word best describes the appearance of the main character?) 19. Comprehension - (6)/9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?) 20. Inferential - (6)/11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 21. Inferential - (6)/22.0 Explain how text structures help the audience construct meaning. / (What is the literary device? (simile) 22. Comprehension - (6)/20.0 Explain hinking using support from text / (What word do you think best describes the relationship between two characters in the story?) 23. Inferential - (6)/22.0 Explain hinking using pessonal connections? (Tell abo	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
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?) 12. Inferential - (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?) 13. Inferential - (6) / (1) Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?) 14. Inferential - (6) / (1) Integrate effective reading and viewing strategies. / (Which word describes a character is feelings?) 15. Comprehension - (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?) 16. Inferential - (6) / (1) Integrate effective reading and viewing strategies. / (Which word best describes how the main character felt at this point in the story?) 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?) 17. Inferential - (6) / (1) Integrate effective reading and viewing strategies. / (Which word best describes the appearance of the main character would most likely say it?) 18. Inferential - (6) / (2) Explain how text structures help the audience construct meaning. / (What is the meaning of a word in the text?) 19. Comprehension - (6) / (9) Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 19. Inferential - (6) / (2) Evaluate messages in texts / (How did the main character change throughout the story?) 20. Inferential - (6) / (2) Evaluate messages in texts / (How did the main character change throughout the story?) 21. Inferential - (6) / (2) Evaluate messages in texts / (How did the main character change throughout the story) 22. Comprehension - (6) / (2) Evaluate messages in texts / (Name one other courageous person in the story) 23. Inferential - (6) / (2) Evaluate messages in texts /		I		73.4
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18. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?) 19. Comprehension — (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?) 20. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 21. Inferential — (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?) 22. Comprehension — (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing)) 32. 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?) 4. Inferential — (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) 5. Inferential — (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.)			1	65.7
19. Comprehension — (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?) 20. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 21. Inferential — (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?) 22. Comprehension — (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing)) 23. Inferential — (6) / 22.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?) 24. Inferential — (6) / 21.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?) 25. Inferential — (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 26. 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.)				80.2
20. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 20. Constructed Response 1. Inferential — (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?) 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)) 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?) 4. Inferential — (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) 5. Inferential — (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.)				73.0
Constructed Response 1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?) 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)) 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?) 4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) 5. Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.)				56.1
1. Inferential — (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?) 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)) 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?) 4. Inferential — (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) 5. Inferential — (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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 56.8 58.8 58.8 58.9 62.1 62.1 67.0 68.6 68.6 68.6 68.6 68.6 68.6 68.6 68.6 68.6 68.6	moretalar (b) / 110 mograte checure reading and viewing didiogram / (vinacia the morally device). (cirimo)	33.3	33.4	30.1
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)) 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?) 4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) 5. Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.) 58.8 58.8 58.8 59.9 62.1 62.1 65.0 68.6 68.6 69.6 69.6 69.6 69.6 69.6 69.6	·	1 44 4	FC 0	E7.0
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?) 4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) 5. Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.) 38.9 42.1 57.0 58.6 68.6 68.6 69.6 69.6 60.7 60.7 60.7 60.7 60.7 60.7 60.7 60				57.9 56.7
4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) 5. Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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 57.0 5.6 68.6 6.6 67.0 68.6 6.6 68.6 6.7 6.7 6.7 6.7 6.7 6.7 6.7 6.7 6.7 6		I		62.6
5. Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.) 5.6 68.6 68.6 69.6 69.6 69.6 69.6 69.6 69			1	56.8
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.) 55.6 45.2			1	67.9
		l l		47.3
7. Information (0)/ 20.0 Explain tillining doing deport from text. / (wain ordered to ordered to the ordered to	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
		1	I	I

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



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

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

School #: 435 St. Anne's Acade	my, Dunville Grades: K-6	School	Region	Province
Item Cog	nitive Level - Outcome (item parameter)	[N=15]	[N=1,458]	[N=2,422]
Non-Fiction Selected F	Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Comprehension – (6) / 11.0 Integ	grate 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 Integ	grate 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 ho	w 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 6 school)	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	100.0	95.7	94.5
5. Inferential – (6) / 11.0 Integrate 6	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 cι	eing systems to construct meaning / (What is the meaning of the word?)	80.0	82.2	80.3
7. Inferential – (6) / 11.0 Integrate 6	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 6	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 6	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	nt) 93.3	83.3	83.1
10. Inferential – (6) / 11.0 Integrate 6	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	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
	hinking using support from text / (imagine you could attend any school from the text. Which would you choose? Why?) hinking using personal connections / (Which school would you least like to attend? Explain)	80.0	81.4	81.8
	messages in texts / (Which school in text is most environmentally friendly?)	60.0	54.4	54.8
	hinking using personal connections / (Which school in text is most appropriate for your community? Explain)	73.3	63.8	63.5
	messages in texts / (Which is purpose of the visual?)	66.7	74.3	73.4
6. Response to text - (6) / 20.0 Explain to	ninking 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)			
1. Comprehension - (6) / 11.0 Integ	grate effective reading and viewing strategies. / (Why did the main character go on an adventure?)	93.3	88.7	88.3
2. Inferential – (6) / 11.0 Integrate e	ffective reading and viewing strategies. / (Which phrase best represents the message of the story?)	93.3	92.3	90.8
3. Inferential – (6) / 11.0 Integrate e	ffective reading and viewing strategies. / (Which word describes a character's feelings?)	100.0	80.3	79.2
4. Inferential – (6) / 9.0 Integrate cu	eing systems to construct meaning. / (Modesty defined. Which character was modest?)	93.3	85.6	85.0
 Comprehension – (6) / 12.0 Expla 	in how text structures help the audience construct meaning / (What was the last event in the story?)	86.7	82.3	82.7
6. Inferential – (6) / 11.0 Integrate e	ffective 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
7. Inferential – (6) / 12.0 Explain ho	w 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
8. Inferential – (6) / 11.0 Integrate e	ffective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)	80.0	80.7	80.2
9. Comprehension – (6) / 9.0 Integra	ate cueing systems to construct meaning. / (What is the meaning of a word in the text?)	80.0	72.8	73.0
0. Inferential – (6) / 11.0 Integrate e	ffective reading and viewing strategies. / (What is the literary device? (simile)	66.7	55.4	56.1
Constructed Response				
• •	ges in texts / (How did the main character change throughout the story?)	70.0	56.8	57.9
	w text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing))	73.3	58.8	56.7
	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
	iges in texts / (Name one other courageous person in the story.)	60.0 80.0	57.0 68.6	56.8 67.9
	ges in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) hinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	53.3	45.2	47.3
		86.7	71.7	71.0
7. IIIIereriuai – (0) / 20.0 Explain thinking	using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)	80.7	1 11.7	/1.0

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



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

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

School #: 442	Persalvic Elementary, Victoria	Grades: K-8	School	Region	Province
Item	Cognitive Level - Outcome (item paramete	er)	[N=14]	[N=1,458]	[N=2,422]
Non-Ficti	ion Selected Response: (Grade Level) / Outco	me No. / Outcome / (Item parameter)			
 Comprehe 	ension – (6) / 11.0 Integrate effective reading and viewing str	ategies / (Read for content meaning (Comprehension). Unique feature of a school)	91.7	79.2	79.0
		ategies / (Read for content meaning (Comprehension).Basic necessity in a school)	75.0	94.9	94.6
	- (6) / 13.0 Explain how text structures help the audience co		91.7	95.0	94.4
4. Inferential school)	– (6) / 11.0 Integrate effective reading and viewing strategie	s / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in	100.0	95.7	94.5
,	- (6) / 11.0 Integrate effective reading and viewing strategie	s / (Predicting how a new school will affect students)	75.0	87.8	86.3
	- (6) / 9.0 Integrate cueing systems to construct meaning /		83.3	82.2	80.3
		s / (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
		s / (Linking a hypothetical situation and applying to text (the situation that best matches the school))	58.3	72.3	72.4
	• • • • • • • • • • • • • • • • • • • •	s / (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
		s / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)	58.3	50.7	48.7
Constructed Re	•	you could attend any school from the text. Which would you choose? Why?)	91.7	65.7	66.1
•	text – (6) / 21.0 Explain thinking using personal connections / (White		91.7	81.4	81.8
	text – (6) / 22.0 Evaluate messages in texts / (Which school in text		54.2	54.4	54.8
4. Response to	text – (6) / 21.0 Explain thinking using personal connections / (Which	ch school in text is most appropriate for your community? Explain)	50.0	63.8	63.5
	text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of		75.0	74.3	73.4
6. Response to	text - (6) / 20.0 Explain thinking using support from text / (Imagine y	ou moved to a school from the text. Describe how it is different from your current school.)	83.3	67.2	67.3
	Selected Response: (Grade Level) / Outcome No. /				
Comprehen	nsion - (6) / 11.0 Integrate effective reading and viewing str	ategies. / (Why did the main character go on an adventure?)	72.7	88.7	88.3
		:. / (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
Compreher	nsion – (6) / 12.0 Explain how text structures help the audier	ce construct meaning / (What was the last event in the story?)	72.7	82.3	82.7
		:. / (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 co	nstruct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)	27.3	66.8	65.7
		. / (After the ordeal, which phrase best describes the appearance of the main character?)	81.8	80.7	80.2
19. Comprehen	nsion – (6) / 9.0 Integrate cueing systems to construct mean	ing. / (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	s. / (What is the literary device? (simile)	72.7	55.4	56.1
Constructed Res	•				
•	(6) / 22.0 Evaluate messages in texts / (How did the main character		59.1	56.8	57.9
•	,	uct meaning. / (Place the events of the story in the correct order (Sequencing))	27.3	58.8	56.7
		ou think best describes the relationship between two characters in the story?)	50.0	62.1	62.6
	6) / 21.0 Evaluate messages in texts / (Name one other courageou.	s person in the story.) sing character appropriate dialoque between two characters in the text?)	54.5 54.5	57.0 68.6	56.8 67.9
		about a time when you had an experience similiar to the main character.)	45.5	45.2	47.3
•	6) / 20.0 Explain thinking using support from text. / (Main character		90.9	71.7	71.0
r. mnereman – (C	o, , 20.0 Explain thinking using support from text. / (Mail! Character	accompce the enerts as the big acai. De you agree of alloagree:)	30.3	'''	'1.0

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



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

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)	School data		
Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Unique feature of a school)	with 5 or fewer	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)	students	94.9	94.6
3. Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	withheld for	95.0	94.4
1. 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)	reasons of confidentiality.	95.7	94.5
5. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	cormaentiality.	87.8	86.3
5. 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
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
. 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)		72.3 83.3	83.1
D. 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)			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?)		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)			
Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		88.7	88.3
2. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		92.3	90.8
3. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		80.3	79.2
Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		85.6	85.0
5. 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
S. 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
7. 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
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
2. Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)		72.8	73.0
D. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)		55.4	56.1
Constructed Property			
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
		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.

9/29/2015



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

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

	Elementary, Whitbourne Cognitive Level - Outcome (<i>item parameter</i>)	Grades: K-6	School [N=7]	Region [N=1,458]	Province [N=2,422]
Item	Cognitive Level - Outcome (Item parameter)		[IN=7]	[004,1=1]	[IN=Z,4ZZ]
	ted Response: (Grade Level) / Outcome No.	, ,			
,		(Read for content meaning (Comprehension).Unique feature of a school)	75.0	79.2	79.0
		(Read for content meaning (Comprehension).Basic necessity in a school)	100.0	94.9	94.6
	ain how text structures help the audience construct		100.0	95.0	94.4
 Inferential – (6) / 11.0 Integ school) 	grate effective reading and viewing strategies / (Usin	g a new situation and applying to text (if a student moved to your school from another country in text - differences in	100.0	95.7	94.5
5. Inferential – (6) / 11.0 Integ	grate effective reading and viewing strategies / (Pre	dicting how a new school will affect students)	100.0	87.8	86.3
. Inferential – (6) / 9.0 Integr	ate cueing systems to construct meaning / (What is	the meaning of the word?)	75.0	82.2	80.3
7. Inferential – (6) / 11.0 Integ	grate effective reading and viewing strategies / (Usin	g 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 Integ	grate effective reading and viewing strategies / (Link	ing a hypothetical situation and applying to text (the situation that best matches the school))	25.0	72.3	72.4
		ng 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 Integ	grate effective reading and viewing strategies / (Synt	hesizing 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 E	ixplain thinking using support from text / (Imagine you coul	d attend any school from the text. Which would you choose? Why?)	25.0	65.7	66.1
	kplain thinking using personal connections / (Which school		75.0	81.4	81.8
	valuate messages in texts / (Which school in text is most e		100.0	54.4	54.8
4. Response to text – (6) / 21.0 Ex	kplain thinking using personal connections / (Which school	in text is most appropriate for your community? Explain)	62.5	63.8	63.5
	valuate messages in texts / (Which is purpose of the visual		75.0	74.3	73.4
6. Response to text - (6) / 20.0 Ex	plain thinking using support from text / (Imagine you move	d to a school from the text. Describe how it is different from your current school.)	87.5	67.2	67.3
	onse: (Grade Level) / Outcome No. / Outcon				
1. Comprehension - (6) / 11.	O Integrate effective reading and viewing strategies.	/ (Why did the main character go on an adventure?)	100.0	88.7	88.3
2. Inferential - (6) / 11.0 Integ	rate effective reading and viewing strategies. / (Whi	ch phrase best represents the message of the story?)	100.0	92.3	90.8
 Inferential – (6) / 11.0 Integ 	rate effective reading and viewing strategies. / (Whi	ch word describes a character's feelings?)	57.1	80.3	79.2
4. Inferential – (6) / 9.0 Integra	ate cueing systems to construct meaning. / (Modesty	v defined. Which character was modest?)	85.7	85.6	85.0
 Comprehension – (6) / 12.0 	Explain how text structures help the audience cons	truct meaning / (What was the last event in the story?)	100.0	82.3	82.7
6. Inferential – (6) / 11.0 Integ	rate effective reading and viewing strategies. / (Whic	ch word best describes how the main character felt at this point in the story?)	42.9	77.7	76.0
7. Inferential – (6) / 12.0 Expla	nin how text structures help the audience construct r	neaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)	71.4	66.8	65.7
8. Inferential - (6) / 11.0 Integ	rate effective reading and viewing strategies. / (After	the ordeal, which phrase best describes the appearance of the main character?)	85.7	80.7	80.2
9. Comprehension – (6) / 9.0	Integrate cueing systems to construct meaning. / (W	hat is the meaning of a word in the text?)	57.1	72.8	73.0
0. Inferential – (6) / 11.0 Integ	rate effective reading and viewing strategies. / (Wha	t is the literary device? (simile)	28.6	55.4	56.1
Constructed Response					
• ,	messages in texts / (How did the main character change t		64.3	56.8	57.9
	•	ing. / (Place the events of the story in the correct order (Sequencing))	28.6	58.8	56.7
• • • • • • • • • • • • • • • • • • • •		est describes the relationship between two characters in the story?)	64.3	62.1	62.6
The state of the s	messages in texts / (Name one other courageous person		71.4 42.9	57.0 68.6	56.8 67.9
		acter appropriate dialoque between two characters in the text?) me when you had an experience similiar to the main character.)	42.9 42.9	45.2	67.9 47.3
• • • • • • • • • • • • • • • • • • • •		•	42.9 57.1	1	1
7. ππετετιμαι – (ο) / 20.0 Explain ti	hinking using support from text. / (Main character describe	s nis enorts as Tro 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.

9/29/2015



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

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

School #: 447	Baltimore School Complex, Ferryland	Grades: K-12	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)		[N=10]	[N=1,458]	[N=2,422]
Non-Fiction	on Selected Response: (Grade Level) / Outcom	e No. / Outcome / (Item parameter)			
 Compreher 	nsion – (6) / 11.0 Integrate effective reading and viewing strat	egies / (Read for content meaning (Comprehension). Unique feature of a school)	100.0	79.2	79.0
		egies / (Read for content meaning (Comprehension).Basic necessity in a school)	100.0	94.9	94.6
	– (6) / 13.0 Explain how text structures help the audience con		100.0	95.0	94.4
4. Inferential - school)	– (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	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) / 9.0 Integrate cueing systems to construct meaning / (W		71.4	82.2	80.3
		(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
		(Linking a hypothetical situation and applying to text (the situation that best matches the school))	28.6	72.3	72.4
	•	(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
		(Synthesizing information (how an organization in their own lives is similiar to the organization in the text)	57.1	50.7	48.7
Constructed Re	•	ou could attend any school from the text. Which would you choose? Why?)	71.4	65.7	66.1
•	text – (6) / 20.0 Explain trilliking using support from text / (finagine yo		100.0	81.4	81.8
	text – (6) / 22.0 Evaluate messages in texts / (Which school in text is		50.0	54.4	54.8
4. Response to t	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 t	text - (6) / 22.0 Evaluate messages in texts / (Which is purpose of the	e visual?)	85.7	74.3	73.4
6. Response to t	text - (6) / 20.0 Explain thinking using support from text / (Imagine you	u moved to a school from the text. Describe how it is different from your current school.)	64.3	67.2	67.3
Fiction S	Selected Response: (Grade Level) / Outcome No. / O	utcome / (Item parameter)			
	nsion - (6) / 11.0 Integrate effective reading and viewing strate		100.0	88.7	88.3
	- (6) / 11.0 Integrate effective reading and viewing strategies.		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. / (M	odesty defined. Which character was modest?)	75.0	85.6	85.0
15. Comprehen-	nsion – (6) / 12.0 Explain how text structures help the audience	e 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 cons	truct 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. Comprehen	nsion – (6) / 9.0 Integrate cueing systems to construct meaning	g. / (What is the meaning of a word in the text?)	100.0	72.8	73.0
	- (6) / 11.0 Integrate effective reading and viewing strategies.		87.5	55.4	56.1
Constructed Res	•				
• • •	6) / 22.0 Evaluate messages in texts / (How did the main character ch		62.5	56.8	57.9
•	()	t meaning. / (Place the events of the story in the correct order (Sequencing))	62.5	58.8	56.7
		think best describes the relationship between two characters in the story?)	50.0	62.1	62.6
	6) / 21.0 Evaluate messages in texts / (Name one other courageous p		87.5 75.0	57.0	56.8 67.9
		g character appropriate dialoque between two characters in the text?) out a time when you had an experience similiar to the main character.)	62.5	68.6 45.2	47.3
•		•		1	1
7. Interential – (6)	6) / 20.0 Explain thinking using support from text. / (Main character de	scribes fils efforts as the big deal. Do you agree or disagree?)	75.0	71.7	71.0

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

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

9/29/2015



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

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

School #: 468 Hazelwo	ood Elementary, St. John's Grades: K-6	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=33]	[N=1,458]	[N=2,422]
Non-Fiction Se	elected 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 E	Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	93.8	95.0	94.4
 Inferential – (6) / 11.0 Ir school) 	ntegrate effective reading and viewing strategies / (Using a new situation and applying to text (if a student moved to your school from another co	untry in text - differences in 87.5	95.7	94.5
5. Inferential – (6) / 11.0 Ir	ntegrate effective reading and viewing strategies / (Predicting how a new school will affect students)	87.5	87.8	86.3
6. Inferential – (6) / 9.0 Int	tegrate cueing systems to construct meaning / (What is the meaning of the word?)	78.1	82.2	80.3
7. Inferential – (6) / 11.0 Ir	ntegrate effective reading and viewing strategies / (Using a new situation and applying to text(if you wanted special assistance, what school in th	e text should you attend) 84.4	87.2	86.9
3. Inferential – (6) / 11.0 Ir	ntegrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school	ol)) 75.0	72.3	72.4
	ntegrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text would you attend if given t		83.3	83.1
0. Inferential – (6) / 11.0 Ir	ntegrate 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	.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
	.0 Explain thinking using support normext/ (magnie you could attend any school norm the text. Which would you choose? Why?) .0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)	87.5	81.4	81.8
• • • • • • • • • • • • • • • • • • • •	.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)	56.3	54.4	54.8
,	.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	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 Re	esponse: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 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
	ntegrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)	84.4	92.3	90.8
. Inferential – (6) / 11.0 In	ntegrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	75.0	80.3	79.2
Inferential - (6) / 9.0 Inte	egrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	87.5	85.6	85.0
. Comprehension – (6) / 1	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
. Inferential - (6) / 11.0 In	ntegrate 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
. Inferential – (6) / 12.0 Ex	xplain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character woul	ld most likely say it?) 62.5	66.8	65.7
Inferential - (6) / 11.0 In	ntegrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?)	87.5	80.7	80.2
Comprehension – (6) / 9	9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)	53.1	72.8	73.0
Inferential – (6) / 11.0 In	ntegrate effective reading and viewing strategies. / (What is the literary device? (simile)	43.8	55.4	56.1
Constructed Response				
. ,	uate messages in texts / (How did the main character change throughout the story?)	37.5	56.8	57.9
, , ,	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
	ain 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
• /	uate messages in texts / (Name one other courageous person in the story.)	59.4 46.9	57.0 68.6	56.8 67.9
. ,	uate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) O Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	31.3	45.2	47.3
				1
т. mierentiai – (6) / 20.0 Expla	ain 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.

9/29/2015



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

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

School #: 473 Cape St. Francis Elementary, Pouch Cove Grades: K-6	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=19]	[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)	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
. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)	93.8	82.2	80.3
. 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
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
. 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
0. 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)			
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
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
. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	82.4	80.3	79.2
Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	82.4	85.6	85.0
. 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
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
. 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
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
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
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
.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
1. 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
1. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)	52.9 52.9	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?) 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.)	29.4	68.6 45.2	67.9 47.3
	70.6		1
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?)	/0.6	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.

9/29/2015



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

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

School #: 924 T	ricentia Academy, Arnold's Cove	Grades: K-12	School	Region	Province
Item	Cognitive Level - Outcome (item parameter)		[N=12]	[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 strate	gies / (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 strate	gies / (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 cons	ruct meaning/ (Purpose of graphic in the heading)	90.9	95.0	94.4
4. Inferential – (6) / school)	/ 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	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 / (Wh	at 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
		Synthesizing information (how an organization in their own lives is similiar to the organization in the text)	45.5	50.7	48.7
Constructed Respons		could attend any school from the text. Which would you choose? Why?)	54.5	65.7	66.1
•	(6) / 21.0 Explain thinking using personal connections / (Which s		81.8	81.4	81.8
•	(6) / 22.0 Evaluate messages in texts / (Which school in text is m		36.4	54.4	54.8
4. Response to text –	(6) / 21.0 Explain thinking using personal connections / (Which s	chool in text is most appropriate for your community? Explain)	40.9	63.8	63.5
	(6) / 22.0 Evaluate messages in texts / (Which is purpose of the		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
	ted Response: (Grade Level) / Outcome No. / Ou				
		gies. / (Why did the main character go on an adventure?)	80.0	88.7	88.3
2. 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
3. Inferential – (6) /	11.0 Integrate effective reading and viewing strategies. /	(Which word describes a character's feelings?)	80.0	80.3	79.2
4. Inferential - (6) /	9.0 Integrate cueing systems to construct meaning. / (Mo	desty defined. Which character was modest?)	90.0	85.6	85.0
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
6. 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
7. Inferential - (6) /	12.0 Explain how text structures help the audience consti	uct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)	70.0	66.8	65.7
8. 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
9. 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					
١,,	0 Evaluate messages in texts / (How did the main character character)		40.0	56.8	57.9
	•	meaning. / (Place the events of the story in the correct order (Sequencing))	40.0	58.8	56.7
, ,		hink best describes the relationship between two characters in the story?)	45.0	62.1	62.6
• • •	0 Evaluate messages in texts / (Name one other courageous pe	• •	40.0 40.0	57.0	56.8 67.9
		character appropriate dialoque between two characters in the text?) ut a time when you had an experience similiar to the main character.)	0.0	68.6 45.2	67.9 47.3
	,		50.0	1	1
7. inierentiai – (6) / 20.	0 Explain thinking using support from text. / (Main character des	cribes riis errorts as INO big deai. 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.

9/29/2015



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

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

	Paradise Elementary, Paradise	Grades: K-6	School	Region	Province
Item	Cognitive Level - Outcome (item parameter	ter)	[N=52]	[N=1,458]	[N=2,422]
Non-Ficti	ion Selected Response: (Grade Level) / Outco	ome No. / Outcome / (Item parameter)			
 Comprehe 	ension – (6) / 11.0 Integrate effective reading and viewing st	rategies / (Read for content meaning (Comprehension). Unique feature of a school)	81.3	79.2	79.0
Comprehe	ension – (6) / 11.0 Integrate effective reading and viewing st	rategies / (Read for content meaning (Comprehension).Basic necessity in a school)	93.8	94.9	94.6
	- (6) / 13.0 Explain how text structures help the audience of		97.9	95.0	94.4
4. Inferential	• • • • • • • • • • • • • • • • • • • •	es / (Using a new situation and applying to text (if a student moved to your school from another country in text - differences in	95.8	95.7	94.5
school) 5. Inferential	- (6) / 11.0 Integrate effective reading and viewing strategic	es //Predicting how a new school will affect students)	81.3	87.8	86.3
	- (6) / 9.0 Integrate cueing systems to construct meaning /	, ,	72.9	82.2	80.3
		es / (Using a new situation and applying to text(if you wanted special assistance, what school in the text should you attend)	91.7		1
		es / (Linking a hypothetical situation and applying to text (the situation that best matches the school))	72.9	87.2 72.3	86.9 72.4
		es / (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
		es / (Synthesizing information (how an organization in their own lives is similiar to the organization in the text)	41.7	50.7	48.7
Constructed Re	esponse				
	•	e you could attend any school from the text. Which would you choose? Why?)	63.3	65.7	66.1
•	text – (6) / 21.0 Explain thinking using personal connections / (Wh		77.6	81.4	81.8
•	text – (6) / 22.0 Evaluate messages in texts / (Which school in text		45.9	54.4	54.8
4. Response to	text - (6) / 21.0 Explain thinking using personal connections / (Wh	ich school in text is most appropriate for your community? Explain)	60.2	63.8	63.5
	text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of		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 S	Selected Response: (Grade Level) / Outcome No. /	Outcome / (Item parameter)			
11. Compreher	nsion - (6) / 11.0 Integrate effective reading and viewing st	rategies. / (Why did the main character go on an adventure?)	91.5	88.7	88.3
		s. / (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 strategie	s. / (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
	• • • • • • • • • • • • • • • • • • • •	nce 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 strategie	s. / (Which word best describes how the main character felt at this point in the story?)	70.2	77.7	76.0
		onstruct meaning. / (Imagine another hypothetical statement was in the text. Which character would most likely say it?)	66.0	66.8	65.7
	· ·	s. / (After the ordeal, which phrase best describes the appearance of the main character?)	76.6	80.7	80.2
	nsion – (6) / 9.0 Integrate cueing systems to construct mear		74.5	72.8	73.0
•	- (6) / 11.0 Integrate effective reading and viewing strategie		51.1	55.4	56.1
Comptended					
Constructed Res	sponse 6) / 22.0 Evaluate messages in texts / (How did the main characte	r change throughout the story?)	46.8	56.8	57.9
,	,	ruct meaning. / (Place the events of the story in the correct order (Sequencing))	51.1	58.8	56.7
•	• • • • • • • • • • • • • • • • • • • •	outhink best describes the relationship between two characters in the story?)	60.6	62.1	62.6
	6) / 21.0 Evaluate messages in texts / (Name one other courageou		55.3	57.0	56.8
•		ising character appropriate dialoque between two characters in the text?)	57.4	68.6	67.9
6. Response to t	text – (6) / 21.0 Explain thinking using personal connections / (Tell	about a time when you had an experience similiar to the main character.)	36.2	45.2	47.3
7 Information (6	6) / 20 0. Evolain thinking using support from text. / (Main characte	r 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.

9/29/2015



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

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

School #: 952 Elizabeth Park Elementary School, Paradise Grades: K-6	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=30]	[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)	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)			
1. 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
2. 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
3. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	96.6	80.3	79.2
Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	79.3	85.6	85.0
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
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
. 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
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
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
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
1. 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?) S. Posponso to text (6) / 21.0 Evaluin thinking using posponal connections / (Toll about a time when you had an experience similiar to the main character.)	75.9 79.3	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 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?)	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.

9/29/2015



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

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

School #: 954 Carbonear Academy, Carbonear Grades: K-8	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=22]	[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)	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
 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 coun school) 	try in text - differences in 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 t	ext should you attend) 85.7	87.2	86.9
3. 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	s hypothetical assignment) 85.7	83.3	83.1
0. 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 trimking 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)			
1. 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
2. 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
. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	66.7	80.3	79.2
Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	94.4	85.6	85.0
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
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
Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Imagine another hypothetical statement was in the text. Which character would in	most likely say it?) 61.1	66.8	65.7
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
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
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
I. 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
I. 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 similiar 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.

9/29/2015



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

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

		School	Region	Province
Item	Cognitive Level - Outcome (item parameter)	[N=3]	[N=38]	[N=2,422]
Non-Fiction	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Comprehensi 	on – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Unique feature of a school)	with 5 or fewer	86.5	79.0
2. Comprehensi	on – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension).Basic necessity in a school)	students	94.6	94.6
3. Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	withheld for	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	reasons of	97.3	94.5
school)		confidentiality.		
5. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	ooaoaay.	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 – (s) / 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
	5) / 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 Boom				
Constructed Resp 1. Response to tex	onse t – (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
•	t – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		86.5	81.8
3. Response to tex	t – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		67.6	54.8
Response to tex	t – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain)		67.6	63.5
	t – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?)		78.4	73.4
6. Response to tex	t - (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 Se	ected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Comprehension	n – (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	n – (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
) / 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
) / 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
•	n – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?)		73.0	73.0
•) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)		73.0	56.1
Constructed Respo	nea			
•	22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		60.8	57.9
, ,	(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
,	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
	21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		70.3	56.8
	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 similiar to the main character.)		67.6	47.3
•	20.0 Explain thinking using support from text. / (Main character describes his efforts as "No big deal." Do you agree or disagree?)			

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



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

Grades: K-9

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

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). Basic necessity in a school) 2. Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Basic necessity in a school) 3. Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning (Purpose of graphic in the heading) 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) 5. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students) 6. 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) 7. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (the situation that best matches the school)) 8. 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) 8. 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) 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) 1. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Which school in text is most appropriate for your community? Explain) 3. Response to tex	100.0	00.5	
 Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Basic necessity in a school) Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading) 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) Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students) 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) Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (the situation that best matches the school)) Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (the situation that best matches the school)) Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (the situation that best matches the school)) Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (the situation that best matches the school)) 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) 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?) Response to text – (6) / 22.0 Explain thinking using per	100.0	1 00 5	
 Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading) 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) Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students) Inferential – (6) / 9.0 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) Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (the situation that best matches the school)) Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (what school in the text should you attend) 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) 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) Constructed Response 1. Response to text – (6) / 21.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?) 2. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?) 4. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?) 5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which		86.5	79.0
 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) Inferential – (6) / 10.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students) Inferential – (6) / 10.0 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) 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)) 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) 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) Constructed Response 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?) Response to text – (6) / 20.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain) Response to text – (6) / 20.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain) Response to text – (6) / 20.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain) Response to text – (6) / 20.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain) Response to text –	100.0	94.6	94.6
school) 5. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students) 6. Inferential — (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?) 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) 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)) 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) 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) 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?) 2. Response to text — (6) / 20.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain) 3. Response to text — (6) / 20.0 Explain thinking using personal connections / (Which school in text is most environmentally friendly?) 4. Response to text — (6) / 20.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain) 5. Response to text — (6) / 20.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain) 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.) Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item	88.9	97.3	94.4
6. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?) 7. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (the situation that best matches the school)) 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)) 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) 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) 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?) 2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain) 3. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain) 4. Response to text – (6) / 22.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain) 5. Response to text – (6) / 20.0 Explain thinking using support from text / (Which school in text is most appropriate for your community? Explain) 6. Response to text – (6) / 20.0 Explain thinking using support from text / (Which school in text is most appropriate for your current school.) Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?) 12. Inferential – (6) / 11.0 Integrate effective rea	100.0	97.3	94.5
7. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies / (Using a new situation and applying to text (the situation that best matches the school)) 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)) 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) 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) 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?) 2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain) 3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?) 4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain) 5. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain) 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.) Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which school describes a character's feelings?) 12. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	100.0	94.6	86.3
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)) 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) 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) Constructed Response 1. 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?) 2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain) 3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?) 4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain) 5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is supropse of the visual?) 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.) Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?) 12. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	100.0	91.9	80.3
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) 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) 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?) 2. Response to text — (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain) 3. Response to text — (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?) 4. Response to text — (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain) 5. Response to text — (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?) 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.) 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?) 12. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?) 13. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	100.0	100.0	86.9
Constructed Response 1. Response to text – (6) / 21.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?) 2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain) 3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?) 4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain) 5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?) 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.) 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?) 12. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?) 13. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	77.8	86.5	72.4
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?) 2. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain) 3. Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?) 4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain) 5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?) 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.) 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?) 12. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?) 13. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	88.9	83.8	83.1
 Response to ext – (6) / 20.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you choose? Why?) Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain) Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?) Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain) Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?) 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.) Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?) Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?) Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?) 	55.6	62.2	48.7
 Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain) Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?) Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain) Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?) 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.) Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?) Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?) Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?) 	100.0	83.8	66.1
 Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?) Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain) Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?) 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.) Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?) Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?) Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?) 	77.8	86.5	81.8
 4. Response to text – (6) / 21.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain) 5. Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?) 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.) 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?) 12. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?) 13. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?) 	72.2	67.6	54.8
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.) Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 1. Comprehension - (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?) 12. Inferential - (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?) 13. Inferential - (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	66.7	67.6	63.5
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?) 12. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?) 13. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	100.0	78.4	73.4
11. Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?) 12. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?) 13. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	66.7	66.2	67.3
12. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?) 13. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)			
13. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	100.0	94.6	88.3
	87.5	97.3	90.8
	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 75.0	70.3 78.4	56.8 67.9
5 .Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.)	75.0 50.0	78.4 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
7. Interential = (0) / 20.0 Explain trinking using support from text. / (Main Character describes his efforts as 100 big deal. Do you agree or disagree?)	67.5	03.6	/ 1.0

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

Province

Region

School



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

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

School #: 450 St. Bonaventure's College, St. John's Grades: K-12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=17]	[N=38]	[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
2. 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
3. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	64.7	75.7	79.2
4. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	94.1	91.9	85.0
5. 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
6. 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
7. 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
8. 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
9. 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.) 5. Inferential – (6) / 20.0 Evaluate messages in texts / (Consultate messages in te	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?) 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.)	88.2	78.4	67.9
	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.

9/29/2015



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

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

School #: 453 Eric G. Lambert All-Grade, Churchill Falls Grades: K-12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=6]	[N=38]	[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
 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
5. 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
3. 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
2. 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
3. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	83.3	75.7	79.2
4. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	83.3	91.9	85.0
5. 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
6. 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
7. 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
8. 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
9. 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
0. 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?) 6. Personne to taxt. (6) / 24.0 Evaluate thinking using personal connections / (Tall about a time when you had an experience similiar to the main character.)	66.7 83.3	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.)		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.

9/29/2015



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

Grades: K-7,9-10

School #: 469 Immaculate Heart of Mary School, Corner Brook

Ite	tem Cognitive Level - Outcome (item parameter)	[N=3]	[N=38]	[N=2,422]
	Non-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	School data		
1.	Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Unique feature of a school)	with 5 or fewer	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)	students	94.6	94.6
3.	Inferential – (6) / 13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	withheld for	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	reasons of	97.3	94.5
	school)	confidentiality.		
	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
Co	onstructed 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
	Response to text – (6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		67.6	54.8
	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
	Response to text – (6) / 22.0 Evaluate messages in texts / (Which is purpose of the visual?) 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.)		78.4	73.4 67.3
			66.2	67.3
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		24.2	
	Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?)		94.6	88.3
	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?)		97.3	90.8
	Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)		75.7	79.2
	Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)		91.9	85.0
	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
	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
	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
	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
	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
Cor	onstructed Response			
	Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?)		60.8	57.9
	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
	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
	Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.)		70.3	56.8
	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
	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.)		67.6	47.3
7. I	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
				I

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

Province

Region

School



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

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

School #: 018 Sheshatshiu Innu School, Sheshatshiu Grades: K-12	School	Region	Province
Item Cognitive Level - Outcome (item parameter)	[N=7]	[N=4]	[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	t) 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 support from text / (Imagine you could attend any scriool from the text. Which would you choose? Why?)	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
2. 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
3. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	40.0	75.0	79.2
4. Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?)	100.0	100.0	85.0
5. 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
6. 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
7. 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
8. 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
9. 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
0. 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.) 5. Inferential – (6) / 22.0 Evaluate messages in texts / (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 dialogue between two characters in the text?) 6. Persones to text (6) / 21.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialogue 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 similiar 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

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

9/29/2015



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

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

No. Selected Responser: (Grade Level) / Outcome No. / Outcome / (Item parameter) Selected Responser: (Grade Level) / Outcome No. / Outcome / (Item parameter) Selected Responser: (Grade Level) / Outcome No. / Outcome / (Item parameter) Selected Responser: (Grade Level) / Outcome No. / Outcome / (Item parameter) Selected Responser: (Grade Level) / Outcome No. / Outcome / (Item parameter) Selected Responser: (Grade Level) / Outcome No. / Outcome / (Item parameter) Selected Responser: (Grade Level) / Outcome No. / Outcome / (Item parameter) Selected Responser: (Grade Level) / Outcome No. / Outcome	School #: 019	Mushuau Innu Natuashish School, Natuashish Grades: K-12	School	Region	Province
Comprehension - (6) / 1.1 Di Integrate effective reading and viewing strategies / Read for content meaning (Comprehension). Unique feature of a school) 9,0 75,0 94,1 10,0 10,0 10,0 94,4 10,0 10,0 94,4 10,0 10,0 10,0 10,0 94,4 10,0 1	Item	Cognitive Level - Outcome (item parameter)		[N=4]	[N=2,422]
2. Comprehension—(a) 1.10. Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension) Basic necessity in a school) 1. Inferential—(b) 1.70. Englands the straturus the the auditing comprehension by the heading of the three straturus that straturus the private of graphic in the heading) 1. Inferential—(b) 1.10. Integrate effective reading and viewing strategies / (Predicting how a rew school will affect students on the school) 1. Inferential—(b) 1.10. Integrate effective reading and viewing strategies / (Predicting how a rew school will affect students) 1. Inferential—(b) 1.10. Integrate effective reading and viewing strategies / (Libring a rew shadon will affect students) 1. Inferential—(c) 1.71. Integrate effective reading and viewing strategies / (Using a rew shadon and applying to text (life students) 1. Inferential—(c) 1.71. Integrate effective reading and viewing strategies / (Using a rew shadon and applying to text (life students) 1. Inferential—(c) 1.71. Integrate effective reading and viewing strategies / (Using a rew shadon and applying to text (life students) 1. Inferential—(c) 1.71. In Integrate effective reading and viewing strategies / (Using a rew shadon and applying to text (life students) 1. Inferential—(c) 1.71. In Integrate effective reading and viewing strategies / (Using a rew shadon and applying to text (life students) 1. Inferential—(c) 1.71. In Integrate effective reading and viewing strategies / (Using a rew shadon and applying to text (life students) 1. Inferential—(c) 1.71. In Integrate effective reading and viewing strategies / (Using a rew shadon and applying to text (life students) 1. Inferential—(c) 1.71. In Integrate effective reading and viewing strategies / (Wish above the students) 1. Inferential—(c) 1.71. In Integrate effective reading and viewing strategies / (White the outpeace) 1. Response to text—(c) 1.72. Explain thinking using sport for text / (White the total work of the text wiewing strategies / (White the total work of	Non-Ficti	ion Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
2. Comprehension—(6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension) also integrated (17.10 Integrate effective reading and viewing strategies / (Waing a new shador and applying to text (if a student moved to your school from another country in text - differences in school) 3. Inferential—(6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students) 5. Inferential—(6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students) 6. Inferential—(6) / 11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students) 6. Inferential—(6) / 11.0 Integrate effective reading and viewing strategies / (Librig a prophetical shador and applying to text (if a shador that test matches be school) 7. Inferential—(6) / 11.0 Integrate effective reading and viewing strategies / (Librig a prophetical shador and applying to text (if a shador that test matches be school) 8. Inferential—(6) / 11.0 Integrate effective reading and viewing strategies / (Librig a previous shador and applying to text (the shador that test matches be school) 8. Inferential—(6) / 11.0 Integrate effective reading and viewing strategies / (Librig a previous shador and applying to text (the shador that test matches be school) 8. Inferential—(6) / 11.0 Integrate effective reading and viewing strategies / (Using a riew shador and applying to text (the shador that test matches be school) 8. Inferential—(6) / 11.0 Integrate effective reading and viewing strategies / (Using a riew shador and applying to text (this shador that test matches be school) 8. Inferential—(6) / 11.0 Integrate effective reading and viewing strategies / (White) is university to leave the strategies	 Comprehe 	ension – (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
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8. Inflamental—(c) / 9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?) Inflamental—(c) / 11.0 Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school) Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school) Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school) Integrate effective reading and viewing strategies / (Linking a hypothetical situation and applying to text (the situation that best matches the school) Integrate effective reading and viewing strategies / (Linking a hypothetical situation and specifical situation in the text) Integrated (c) / 11.0 Integrate effective reading and viewing strategies / (Synthesizing information (how an organization in their own lives is similar to the organization in the text) Integrated (c) / 11.0 Integrate effective reading and viewing strategies / (Which school would you best like to attend? Explain) Integrated (c) / 11.0 Explain thinking using support from text / (Imagine you could attend any school from the text. Which would you done of Which school is the is a text of Explain) Integrated (c) / 11.0 Explain thinking using support from text / (Which school is the is a since appropriate for your community? Explain) Integrated (c) / 11.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.) Integrated (c) / 11.0 Integrate effective reading and viewing strategies / (Which school is an adventure?) Integrated (c) / 11.0 Integrate effective reading and viewing strategies / (Which whord describes a character's feelings?) Integrated (c) / 11.0 Integrate effective reading and viewing strategies / (Which word describes a character's feelings?) Integrated (c) / 11.0 I	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
7. Inferential – (6) /11.0. Infegrate effective reading and viewing strategies / (Liking a pew shustion and applying to text (if we studen to fine the school) 40.0 100.0 85.8 8. Inferential – (6) /11.0. Infegrate effective reading and viewing strategies / (Liking a pew shustion and applying to text (what school in the text would you attend if given this hypothetical assignment) 40.0 100.0 83.1 1. Inferential – (6) /11.0. Infegrate effective reading and viewing strategies / (Synthesizing information (how an organization in the text would you attend in your control of the text would you attend any school from the few of the view of the site of the reading of the text of the control of the text would you attend any school from the few of the view of					
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9. Inforential—(6) / 11.0 Integrate effective reading and viewing strategies / (Sintja a new situation and applying to text (what school in the text would you attend if given this hypothetical assignment) 1. Response to text—(6) / 20.0 Explain thinking using support from text / (finegine you could eitend any school from the ext. Which would you choose? Why?) 1. Response to text—(6) / 20.0 Explain thinking using support from text / (finegine you could eitend any school from the text. Which would you choose? Why?) 1. Response to text—(6) / 20.0 Explain thinking using personal connections / (Which school in text is most environmentally friendly?) 1. Response to text—(6) / 20.0 Explain thinking using personal connections / (Which school in text is most environmentally friendly?) 1. Response to text—(6) / 20.2 Explain thinking using support from text / (misc) explain thinking using suppor			l l		
10. Internatial - (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) 10.0 1	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			1
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2. Response to text — (6) / 2.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain) 3. Response to text — (6) / 2.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain) 4. Response to text — (6) / 2.0 Explain thinking using personal connections / (Which school in text is most appropriate for your community? Explain) 5. Response to text — (6) / 2.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.) **Fiction** **Fiction** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Comprehension — (6) / 1.0. Integrate effective reading and viewing strategies. / (Whit pid the main character go on an adventure?) 12. Inferential — (6) / 1.1. O Integrate effective reading and viewing strategies. / (Whitch phrase best represents the message of the story?) 13. Inferential — (6) / 1.1. O Integrate effective reading and viewing strategies. / (Whitch draws modest?) 14. Inferential — (6) / 1.0. D Integrate effective reading and viewing strategies. / (Whitch character was modest?) 15. Comprehension— (6) / 1.2. Explain how text structures help the audience construct meaning / (Modesty defined. Whitch character was modest?) 16. Inferential — (6) / 1.1. O Integrate effective reading and viewing strategies. / (Whitch word best describes how the main character (eff at this point in the story?) 16. Inferential — (6) / 1.1. O Integrate effective reading and viewing strategies. / (Whitch draws modest?) 17. Inferential — (6) / 1.1. O Integrate effective reading and viewing strategies. / (Whitch draws modest?) 18. Inferential — (6) / 1.1. O Integrate effective reading and viewing strategies. / (Whitch word best describes the appearance of the main character would most likely say it?) 18. Inferential — (6) / 1.1. O Integrate effective reading and viewing strategies. / (White hemain character themain, of the t		·	0.0	50.0	66.1
3. Response to text — (6) /22.0 Explain thinking using personal connections? (Which school in text is most appropriate for your community? Explain) 10.0 62.5 54.8 4. Response to text — (6) /22.0 Explain thinking using personal connections? (Which school in text is most appropriate for your community? Explain) 20.0 75.0 73.4 5. Response to text — (6) /22.0 Explain thinking using support from text / (Imagine you moved to a school from the text. Describe how it is different from your current school.) *** *** 6.0 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.) **** **** *** 6.7 *** <td< td=""><td>•</td><td></td><td></td><td></td><td></td></td<>	•				
5. Response to text – (6) / 2.0 Evaluate messages in texts / (Which is purpose of the visual?) 6. Response to text – (6) / 2.0 Evaluate messages in texts / (Which is purpose of the visual?) 7.5. 6. Response to text – (6) / 2.0 Evaluate messages in texts / (Which purpose of the visual?) 8. Comprehension – (6) / 1.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?) 8. 2. Inferential – (6) / 1.1.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?) 8. 3. Inferential – (6) / 1.1.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?) 8. 4. Inferential – (6) / 1.1.0 Integrate effective reading and viewing strategies. / (Which with a construct of describes a character's feelings?) 8. 5. Comprehension – (6) / 1.2.0 Explain how text structures help the audience construct meaning. / (Modesty defined. Which character was modest?) 8. 6. To strate in – (6) / 1.2.0 Explain how text structures help the audience construct meaning. / (What was the last event in the story?) 8. 7. 7. 7. 7. 7. 7. 7. 7. 7. 7. 7. 7. 7.	•				
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.) Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 1. Comprehension — (6) / 11.0 Integrate effective reading and viewing strategies. / (Why did the main character go on an adventure?) 2. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?) 3. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?) 4. Inferential — (6) / 9.0 Integrate cuing systems to construct meaning, / (Modesty defined. Which character was modest?) 5. Comprehension — (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last even in the story?) 6. 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?) 7. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (Minch word best describes how the main character felt at this point in the story?) 8. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (Minch word best describes the appearance of the main character would most likely say it?) 8. Inferential — (6) / 12.0 Explain how lext structures help the audience construct meaning. / (Modesty defined. Which character would most likely say it?) 8. Inferential — (6) / 10.0 Integrate effective reading and viewing strategies. / (What is the meaning and viewing strategies	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
Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 1. Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which was in character go on an adventure?) 1. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?) 1. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?) 1. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character was modest?) 1. Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?) 1. 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?) 1. Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning / (Image nother hypothetical statement was in the text. Which character would most likely say it?) 1. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?) 1. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the meaning of a word in the text?) 1. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 1. Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing)) 1. Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing)) 2. Comprehension – (6) / 22.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the story?) 2. Comprehension – (6) / 12.0 Explain how text str				1	1
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12. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (Which phrase best represents the message of the story?) 13. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?) 14. Inferential — (6) / 12.0 Explain how text structures help the audience construct meaning. / (What was the last event in the story?) 15. Comprehension — (6) / 12.0 Explain how text structures help the audience construct meaning. / (Which word best describes how the main character felt at this point in the story?) 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?) 17. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?) 18. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?) 19. Comprehension — (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text.?) 19. Inferential — (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 19. Inferential — (6) / 12.0 Explain how text structures help the audience construct meaning. / (What is the literary device? (simile) 19. Inferential — (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?) 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)) 3. Inferential — (6) / 21.0 Explain how text structures help the audience construct meaning. / (Place the events of the story) 5. Sexponse to text — (6) / 22.0 Explain thinking using support from text / (What word do you think best describes the relationship betwe					
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Inferential – (6) / 9.0 Integrate cueing systems to construct meaning. / (Modesty defined. Which character was modest?) Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (What was the last event in the story?) 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?) 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?) Inferential – (6) / 12.0 Explain how text structures help the audience construct meaning. / (What is the meaning of a word in the text?) Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?) Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the meaning of a word in the text?) Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) Comprehension – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) Constructed Response 1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?) 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)) 3. Inferential – (6) / 22.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?) 3. Inferential – (6) / 22.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?) 3. Inferential – (6) / 22.0 Explain thinking using support from text / (What word do you think best describes the			40.0	75.0	90.8
S. Comprehension - (6) / 12.0 Explain how text structures help the audience construct meaning / (What was the last event in the story?) 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?) 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?) 18. Inferential - (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?) 19. Comprehension - (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?) 19. Constructed Response 10. Inferential - (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 10. Inferential - (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?) 1. Inferential - (6) / 22.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing)) 2. Comprehension - (6) / 12.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?) 3. Inferential - (6) / 22.0 Evaluate messages in texts / (Name one other courageous person in the story.) 3. Inferential - (6) / 22.0 Evaluate messages in texts / (Name one other courageous person in the story.) 5. Comprehension - (6) / 21.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.)	13. Inferential -	– (6) / 11.0 Integrate effective reading and viewing strategies. / (Which word describes a character's feelings?)	40.0	75.0	79.2
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?) 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?) 18. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?) 19. Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?) 19. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 19. Constructed Response 19. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?) 20. Constructed Response 20. 87.5.0 20. 87.5.0 20. 10.0 21. Inferential – (6) / 22.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing)) 21. Inferential – (6) / 22.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?) 22. Comprehension – (6) / 12.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?) 23. Inferential – (6) / 22.0 Evaluate messages in texts / (What word do you think best describes the relationship between two characters in the story?) 24. Inferential – (6) / 22.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the text?) 25. 67.9 26. 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	100.0	85.0
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?) 18. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?) 19. Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?) 10. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 11. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?) 12. Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing)) 13. Inferential – (6) / 22.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?) 14. Inferential – (6) / 22.0 Explain thinking using support from text / (What word do you think best describes the relationship between two characters in the story?) 15. Inferential – (6) / 22.0 Explain thinking using support from text / (Name one other courageous person in the story.) 15. Inferential – (6) / 22.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.) 16. 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	50.0	82.7
18. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (After the ordeal, which phrase best describes the appearance of the main character?) 19. Comprehension – (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?) 10. Inferential – (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile) 11. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?) 12. Comprehension – (6) / 12.0 Explain how text structures help the audience construct meaning. / (Place the events of the story in the correct order (Sequencing)) 13. 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?) 14. 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?) 15. Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 16. 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.)	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
19. Comprehension — (6) / 9.0 Integrate cueing systems to construct meaning. / (What is the meaning of a word in the text?) 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?) 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)) 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?) 4. Inferential — (6) / 21.0 Explain thinking using support from text / (Name one other courageous person in the story.) 5. Inferential — (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.) 73.0 75.0 75.0 75.0 75.0 75.0 75.0 87.5 57.9 9.0 87.5 57.9 9.0 87.5 57.9 9.0 87.5 57.9 9.0 9.0 9.0 9.0 9.0 9.0 9.0			20.0	75.0	65.7
Constructed Response 1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?) 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)) 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?) 4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) 5. Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.) 5. 5. 10. 5. 5. 5. 5. 5. 5. 5. 5. 5. 5. 5. 5. 5.			40.0	100.0	80.2
Constructed Response 1. Inferential – (6)/22.0 Evaluate messages in texts / (How did the main character change throughout the story?) 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)) 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?) 4. Inferential – (6)/21.0 Evaluate messages in texts / (Name one other courageous person in the story.) 5. Inferential – (6)/22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.)	19. Compreher	nsion – (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
1. Inferential – (6) / 22.0 Evaluate messages in texts / (How did the main character change throughout the story?) 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)) 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?) 4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) 5. Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.) 5. Total messages in texts / (How did the main character change throughout the story?) 5. Total messages in texts / (What word do you think best describes the relationship between two characters in the story?) 5. So to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.) 5. Total messages in texts / (How did the main character change throughout the story?) 5. Total messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.) 7. So to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	20. Inferential -	- (6) / 11.0 Integrate effective reading and viewing strategies. / (What is the literary device? (simile)	0.0	25.0	56.1
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)) 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?) 4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) 5. Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.) 5. Total control of (Sequencing)) 5. Control of (Sequencing) 5. Control of (Sequencing)) 5. Control of (Sequencing) 5. Control o		·			
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?) 4. Inferential – (6) / 21.0 Evaluate messages in texts / (Name one other courageous person in the story.) 5. Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.) 6. Set to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.) 6. Set to text – (6) / 21.0 Explain thinking using personal connections / (Tell about a time when you had an experience similiar to the main character.)	,				
4. Inferential – (6)/21.0 Evaluate messages in texts / (Name one other courageous person in the story.) 5. Inferential – (6)/22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.) 5. Second 1.					I
5. Inferential – (6) / 22.0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?) 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.) 20.0 25.0 67.9 47.3	•				
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.) 0.0 50.0 47.3	•				
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7. The onitial (b) / 20.0 Explain all half a support from toxa / (main original)	•			1	1
		of the signal summing some support the second of the signal so you agree of dioagree.	20.0	25.5	''

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



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

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

Item	Cognitive Level - Outcome (item parameter)	[N=4]	[N=4]	[N=2,422]
Non-Fiction	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	Only and state		
	– (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	100.0	79.0
•	- (6) / 11.0 Integrate effective reading and viewing strategies / (Read for content meaning (Comprehension). Basic necessity in a school)		75.0	94.6
	(13.0 Explain how text structures help the audience construct meaning/ (Purpose of graphic in the heading)	students withheld for	100.0	94.4
. ,	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	reasons of	100.0	94.5
school)		confidentiality.	100.0	94.5
,	11.0 Integrate effective reading and viewing strategies / (Predicting how a new school will affect students)	confidentiality.	100.0	86.3
1 /	9.0 Integrate cueing systems to construct meaning / (What is the meaning of the word?)		75.0	80.3
1 /	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
	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
	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
	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
, ,			100.0	40.7
Constructed Respon	se (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
	(6) / 21.0 Explain thinking using personal connections / (Which school would you least like to attend? Explain)		50.0	81.8
	(6) / 22.0 Evaluate messages in texts / (Which school in text is most environmentally friendly?)		62.5	54.8
•	(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 Selec	ted Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	– (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
	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 Respons				
-	© Evaluate messages in texts / (How did the main character change throughout the story?)		87.5	57.9
	/ 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
• • • • • • • • • • • • • • • • • • • •	0 Evaluate messages in texts / (Name one other courageous person in the story.)		25.0	56.8
. ,	0 Evaluate messages in texts / (Complete speech balloon using character appropriate dialoque between two characters in the text?)		25.0	67.9
•	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
				1

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

Province

Region

School