Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 1 - Labrador

#001 - St. Peter's School, Black Tickle

Grades: K-2,4-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=3]	School Below Above District	District [N=139]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	s	54.2	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		s	58.0	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		p	84.7	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		p	80.9	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)		p	71.0	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	73.3	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)		s	69.5	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		p	48.1	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		p	49.6	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		p	48.9	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		p	85.4	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	94.6	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		p	84.6	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		p	58.5	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		s	56.2	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		p	78.5	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		s	80.8	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		s	73.9	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		s	76.2	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	30.0	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 1 - Labrador

#002 - Henry Gordon Academy, Cartwright

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=3]	School Below Above District	District [N=139]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	p	54.2	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		s	58.0	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		p	84.7	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		p	80.9	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)		p	71.0	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	73.3	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)		s	69.5	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		s	48.1	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		p	49.6	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		s	48.9	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		s	85.4	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	94.6	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		s	84.6	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		s	58.5	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		s	56.2	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		p	78.5	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		s	80.8	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		p	73.9	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		p	76.2	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	30.0	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 1 - Labrador

#007 - Amos Comenius Memorial School, Hopedale

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=4]	School Below District	School Above District	District [N=139]	School Below Province	School Above Province	Province [N=2,590]
Poetic								
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	s		54.2	s		64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		s		58.0	s		53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		s		84.7	s		88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		s		80.9	s		83.8
5.	Application - Use strategies to construct meaning (*mood*)			p	71.0		p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)			p	73.3		p	68.5
7.	Application - Use strategies to construct meaning (*personification*)		s		69.5	s		77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		s		48.1	s		58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		s		49.6	s		53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)			p	48.9		p	46.3
Informational								
11.	Analysis - Analyze content of text (*purpose of text*)		s		85.4	s		89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		s		94.6	s		95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		s		84.6	s		85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		s		58.5	s		52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)			p	56.2		p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		s		78.5	s		79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		s		80.8	s		74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		s		73.9	s		73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		s		76.2	s		74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)			p	30.0		p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 1 - Labrador

#010 - Menihek High School, Labrador City

Grades: 8-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=59]	School Below Above District	District [N=139]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	66.7	p	54.2	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	61.1	p	58.0	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	83.3	s	84.7	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	87.0	p	80.9	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	74.1	p	71.0	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	70.4	s	73.3	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	74.1	p	69.5	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	53.7	p	48.1	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	51.9	p	49.6	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	50.0	p	48.9	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	88.9	p	85.4	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	96.3	p	94.6	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	92.6	p	84.6	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	68.5	p	58.5	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	48.2	s	56.2	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	81.5	p	78.5	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	87.0	p	80.8	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	77.8	p	73.9	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	74.1	s	76.2	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	37.0	p	30.0	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 1 - Labrador

#013 - Mud Lake School, Mud Lake

Grades: 1,8-9

Item	Cognitive Level - Outcome (*item parameter*)	School [N=1]	School Below Above District	District [N=139]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	p	54.2	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		p	58.0	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		p	84.7	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		p	80.9	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)		s	71.0	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	73.3	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)		s	69.5	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		p	48.1	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		p	49.6	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		p	48.9	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		p	85.4	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	94.6	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		p	84.6	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		p	58.5	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		p	56.2	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		p	78.5	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		p	80.8	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		s	73.9	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		p	76.2	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	30.0	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 1 - Labrador

#014 - Jens Haven Memorial, Nain

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=9]	School Below Above District	District [N=139]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	50.0	s	54.2	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	83.3	p	58.0	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	100.0	p	84.7	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	50.0	s	80.9	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)	100.0	p	71.0	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	100.0	p	73.3	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	66.7	s	69.5	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	50.0	p	48.1	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	33.3	s	49.6	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	50.0	p	48.9	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	100.0	p	85.4	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	100.0	p	94.6	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	66.7	s	84.6	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	50.0	s	58.5	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	33.3	s	56.2	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	100.0	p	78.5	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	100.0	p	80.8	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	100.0	p	73.9	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	100.0	p	76.2	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	0.0	s	30.0	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 1 - Labrador

#015 - Lake Melville School, North West River

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=3]	School Below Above District	District [N=139]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	s	54.2	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		p	58.0	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		s	84.7	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		s	80.9	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)		s	71.0	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	73.3	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)		s	69.5	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		p	48.1	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		p	49.6	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		p	48.9	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		s	85.4	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	94.6	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		p	84.6	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		p	58.5	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		p	56.2	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		s	78.5	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		s	80.8	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		s	73.9	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		p	76.2	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	30.0	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 1 - Labrador

#017 - Northern Lights Academy, Rigolet

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=1]	School Below Above District	District [N=139]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	s	54.2	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		s	58.0	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		p	84.7	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		p	80.9	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)		p	71.0	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	73.3	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)		s	69.5	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		p	48.1	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		p	49.6	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		p	48.9	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		p	85.4	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	94.6	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		p	84.6	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		s	58.5	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		p	56.2	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		s	78.5	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		s	80.8	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		s	73.9	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		s	76.2	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	30.0	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 1 - Labrador

#477 - Mealy Mountain Collegiate, Happy Valley-Goose Bay Grades: 8-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=56]	School Below Above District	District [N=139]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	44.6	s	54.2	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	55.4	s	58.0	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	87.5	p	84.7	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	78.6	s	80.9	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)	64.3	s	71.0	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	71.4	s	73.3	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	73.2	p	69.5	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	41.1	s	48.1	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	48.2	s	49.6	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	42.9	s	48.9	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	82.1	s	85.4	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	92.9	s	94.6	s	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	78.6	s	84.6	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	51.8	s	58.5	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	66.1	p	56.2	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	75.0	s	78.5	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	78.6	s	80.8	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	75.0	p	73.9	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	76.8	p	76.2	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	25.0	s	30.0	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 2 - Western

#022 - William Gillett Academy, Charlottetown, LAB

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=3]	School Below Above District	District [N=459]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	s	75.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		s	50.9	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		p	87.0	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		p	86.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)		s	68.4	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	72.8	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)		s	78.8	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		p	56.2	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		p	51.8	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		s	42.5	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		p	86.4	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	96.2	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		p	85.3	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		p	51.7	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		p	64.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		p	76.0	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		p	71.5	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		s	75.5	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		p	69.5	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	21.2	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 2 - Western

#024 - James Cook Memorial, Cook's Harbour

Grades: K,4-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=3]	School Below Above District	District [N=459]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	s	75.0	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		s	50.9	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		s	87.0	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		s	86.1	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)		s	68.4	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	72.8	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)		s	78.8	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		s	56.2	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		s	51.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		s	42.5	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		p	86.4	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	96.2	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		p	85.3	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		s	51.7	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		s	64.6	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		p	76.0	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		p	71.5	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		s	75.5	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		s	69.5	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	21.2	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 2 - Western

#026 - H.G. Fillier Academy, Englee

Grades: K-9

Item	Cognitive Level - Outcome (*item parameter*)	School [N=2]	School Below District	District [N=459]	School Below Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	s	75.0	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		p	50.9	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		p	87.0	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		p	86.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)		s	68.4	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	72.8	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)		s	78.8	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		s	56.2	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		s	51.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		p	42.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		s	86.4	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	96.2	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		p	85.3	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		s	51.7	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		s	64.6	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		s	76.0	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		p	71.5	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		p	75.5	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		s	69.5	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	21.2	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 2 - Western

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=5]	School Below District	School Above District	District [N=459]	School Below Province	School Above Province	Province [N=2,590]
Poetic								
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	s		75.0	s		64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		s		50.9	s		53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		s		87.0	s		88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		s		86.1	s		83.8
5.	Application - Use strategies to construct meaning (*mood*)			p	68.4		p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)			p	72.8		p	68.5
7.	Application - Use strategies to construct meaning (*personification*)			p	78.8		p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		s		56.2	s		58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)			p	51.8		p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)			p	42.5		p	46.3
Informational								
11.	Analysis - Analyze content of text (*purpose of text*)			p	86.4		p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)			p	96.2		p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)			p	85.3		p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)			p	51.7		p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		s		64.6	s		59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		s		76.0	s		79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		s		71.5	s		74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		s		75.5	s		73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		s		69.5	s		74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s		21.2	s		26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 2 - Western

#039 - Mary Simms All-Grade, Main Brook

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=1]	School Below Above District	District [N=459]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	p	75.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		p	50.9	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		p	87.0	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		p	86.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)		p	68.4	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	72.8	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)		p	78.8	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		p	56.2	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		p	51.8	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		p	42.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		p	86.4	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	96.2	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		p	85.3	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		p	51.7	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		p	64.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		p	76.0	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		p	71.5	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		p	75.5	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		p	69.5	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	21.2	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 2 - Western

#040 - St. Mary's AG, Mary's Harbour

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=4]	School Below Above District	District [N=459]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	p	75.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		s	50.9	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		p	87.0	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		p	86.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)		p	68.4	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	72.8	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)		p	78.8	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		p	56.2	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		s	51.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		p	42.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		p	86.4	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	96.2	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		s	85.3	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		p	51.7	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		p	64.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		s	76.0	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		p	71.5	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		p	75.5	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		p	69.5	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	21.2	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 2 - Western

#041 - Raymond Ward Memorial, Norman Bay

Grades: 5-6,8-9,11-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=2]	School Below District	School Above District	District [N=459]	School Below Province	School Above Province	Province [N=2,590]
Poetic								
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	s		75.0	s		64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		s		50.9	s		53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		s		87.0	s		88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)			p	86.1		p	83.8
5.	Application - Use strategies to construct meaning (*mood*)			p	68.4		p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s		72.8	s		68.5
7.	Application - Use strategies to construct meaning (*personification*)			p	78.8		p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		s		56.2	s		58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		s		51.8	s		53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		s		42.5	s		46.3
Informational								
11.	Analysis - Analyze content of text (*purpose of text*)		s		86.4	s		89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)			p	96.2		p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)			p	85.3		p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		s		51.7	s		52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		s		64.6	s		59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		s		76.0	s		79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		s		71.5	s		74.3
18.	Application - Use strategies to construct meaning (*alliteration*)			p	75.5		p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		s		69.5	s		74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s		21.2	s		26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 2 - Western

#046 - D.C. Young School, Port Hope Simpson

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=3]	School Below Above District	District [N=459]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	s	75.0	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		p	50.9	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		p	87.0	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		s	86.1	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)		p	68.4	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	72.8	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)		s	78.8	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		p	56.2	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		p	51.8	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		p	42.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		s	86.4	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	96.2	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		p	85.3	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		p	51.7	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		p	64.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		p	76.0	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		s	71.5	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		s	75.5	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		s	69.5	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	21.2	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 2 - Western

#050 - Basque Memorial, Red Bay

Grades: K,3-4,6-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=1]	School Below Above District	District [N=459]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	p	75.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		p	50.9	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		p	87.0	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		p	86.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)		s	68.4	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	72.8	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)		p	78.8	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		p	56.2	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		s	51.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		s	42.5	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		s	86.4	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	96.2	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		p	85.3	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		s	51.7	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		p	64.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		p	76.0	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		p	71.5	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		s	75.5	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		p	69.5	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	21.2	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 2 - Western

#052 - Harriot Curtis Collegiate, St. Anthony

Grades: 8-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=18]	School Below Above District	District [N=459]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	100.0	p	75.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	44.4	s	50.9	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	100.0	p	87.0	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	88.9	p	86.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	66.7	s	68.4	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	72.2	s	72.8	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	77.8	s	78.8	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	66.7	p	56.2	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	44.4	s	51.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	50.0	p	42.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	88.9	p	86.4	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	94.4	s	96.2	s	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	83.3	s	85.3	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	66.7	p	51.7	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	77.8	p	64.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	88.9	p	76.0	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	61.1	s	71.5	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	72.2	s	75.5	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	72.2	p	69.5	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	16.7	s	21.2	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 2 - Western

#054 - St. Lewis Academy, St. Lewis

Grades: K-1,3-6,8-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=4]	School Below Above District	District [N=459]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	p	75.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		s	50.9	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		s	87.0	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		p	86.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)		p	68.4	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	72.8	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)		p	78.8	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		p	56.2	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		s	51.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		s	42.5	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		p	86.4	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	96.2	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		p	85.3	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		s	51.7	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		p	64.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		s	76.0	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		p	71.5	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		s	75.5	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		p	69.5	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	21.2	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 2 - Western

#057 - St. Peter's Academy, Benoit's Cove

Grades: K-9

Item	Cognitive Level - Outcome (*item parameter*)	School [N=6]	School Below Above District	District [N=459]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	100.0	p	75.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	83.3	p	50.9	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	50.0	s	87.0	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	100.0	p	86.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	100.0	p	68.4	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	50.0	s	72.8	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)	50.0	s	78.8	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	33.3	s	56.2	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	50.0	s	51.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	0.0	s	42.5	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	100.0	p	86.4	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	83.3	s	96.2	s	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	83.3	s	85.3	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	50.0	s	51.7	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	66.7	p	64.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	66.7	s	76.0	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	66.7	s	71.5	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	50.0	s	75.5	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	50.0	s	69.5	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	33.3	p	21.2	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 2 - Western

#062 - G.C. Rowe Junior High, Corner Brook

Grades: 7-9

Item	Cognitive Level - Outcome (*item parameter*)	School [N=75]	School Below Above District	District [N=459]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	82.7	p	75.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	48.0	s	50.9	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	85.3	s	87.0	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	89.3	p	86.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	77.3	p	68.4	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	66.7	s	72.8	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)	80.0	p	78.8	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	57.3	p	56.2	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	53.3	p	51.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	41.3	s	42.5	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	92.0	p	86.4	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	96.0	s	96.2	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	89.3	p	85.3	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	48.0	s	51.7	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	57.3	s	64.6	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	74.7	s	76.0	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	81.3	p	71.5	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	70.7	s	75.5	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	70.7	p	69.5	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	13.3	s	21.2	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 2 - Western

#067 - Presentation Junior High, Corner Brook

Grades: 7-9

Item	Cognitive Level - Outcome (*item parameter*)	School [N=68]	School Below Above District	District [N=459]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	48.5	s	75.0	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	72.1	p	50.9	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	88.2	p	87.0	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	80.9	s	86.1	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)	64.7	s	68.4	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	77.9	p	72.8	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	77.9	s	78.8	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	58.8	p	56.2	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	57.4	p	51.8	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	55.9	p	42.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	85.1	s	86.4	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	97.0	p	96.2	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	85.1	s	85.3	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	53.7	p	51.7	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	62.7	s	64.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	91.0	p	76.0	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	77.6	p	71.5	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	76.1	p	75.5	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	67.2	s	69.5	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	31.3	p	21.2	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 2 - Western

#072 - Holy Cross All Grade School, Daniel's Harbour

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=1]	School Below Above District	District [N=459]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	p	75.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		s	50.9	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		p	87.0	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		p	86.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)		p	68.4	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	72.8	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)		p	78.8	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		p	56.2	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		p	51.8	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		s	42.5	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		p	86.4	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	96.2	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		p	85.3	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		p	51.7	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		s	64.6	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		p	76.0	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		p	71.5	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		p	75.5	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		p	69.5	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	21.2	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 2 - Western

#075 - Hampden Academy, Hampden

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=1]	School Below Above District	District [N=459]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	p	75.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		p	50.9	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		p	87.0	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		p	86.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)		p	68.4	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	72.8	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)		p	78.8	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		s	56.2	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		s	51.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		s	42.5	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		p	86.4	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	96.2	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		p	85.3	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		p	51.7	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		p	64.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		p	76.0	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		p	71.5	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		p	75.5	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		p	69.5	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	21.2	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 2 - Western

#079 - St. James All Grade, Lark Harbour

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=4]	School Below Above District	District [N=459]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	p	75.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		s	50.9	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		p	87.0	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		s	86.1	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)		p	68.4	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	72.8	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)		p	78.8	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		p	56.2	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		p	51.8	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		p	42.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		s	86.4	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	96.2	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		s	85.3	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		s	51.7	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		p	64.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		p	76.0	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		s	71.5	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		s	75.5	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		s	69.5	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	21.2	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 2 - Western

#080 - Templeton Academy, Meadows

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=13]	School Below Above District	District [N=459]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	91.7	p	75.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	33.3	s	50.9	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	100.0	p	87.0	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	100.0	p	86.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	75.0	p	68.4	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	66.7	s	72.8	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)	100.0	p	78.8	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	66.7	p	56.2	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	50.0	s	51.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	50.0	p	42.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	91.7	p	86.4	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	100.0	p	96.2	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	83.3	s	85.3	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	58.3	p	51.7	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	75.0	p	64.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	83.3	p	76.0	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	66.7	s	71.5	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	83.3	p	75.5	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	83.3	p	69.5	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	25.0	p	21.2	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 2 - Western

#083 - Pasadena Academy, Pasadena

Grades: 7-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=21]	School Below Above District	District [N=459]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	85.7	p	75.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	52.4	p	50.9	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	90.5	p	87.0	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	90.5	p	86.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	81.0	p	68.4	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	81.0	p	72.8	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	76.2	s	78.8	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	52.4	s	56.2	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	47.6	s	51.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	61.9	p	42.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	81.0	s	86.4	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	100.0	p	96.2	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	90.5	p	85.3	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	71.4	p	51.7	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	71.4	p	64.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	76.2	p	76.0	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	85.7	p	71.5	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	95.2	p	75.5	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	81.0	p	69.5	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	14.3	s	21.2	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 2 - Western

#086 - Gros Morne Academy, Rocky Harbour

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=10]	School Below Above District	District [N=459]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	80.0	p	75.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	60.0	p	50.9	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	80.0	s	87.0	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	80.0	s	86.1	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)	30.0	s	68.4	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	50.0	s	72.8	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)	90.0	p	78.8	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	50.0	s	56.2	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	80.0	p	51.8	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	40.0	s	42.5	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	100.0	p	86.4	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	100.0	p	96.2	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	90.0	p	85.3	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	30.0	s	51.7	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	80.0	p	64.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	70.0	s	76.0	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	50.0	s	71.5	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	90.0	p	75.5	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	60.0	s	69.5	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	30.0	p	21.2	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 2 - Western

#088 - Main River Academy, Pollard's Point

Grades: K,2-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=4]	School Below Above District	District [N=459]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	s	75.0	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		s	50.9	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		p	87.0	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		p	86.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)		p	68.4	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	72.8	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)		s	78.8	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		s	56.2	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		s	51.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		s	42.5	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		s	86.4	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	96.2	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		s	85.3	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		s	51.7	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		p	64.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		s	76.0	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		s	71.5	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		s	75.5	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		p	69.5	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	21.2	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 2 - Western

#089 - Jakeman All Grade, Trout River

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=2]	School Below Above District	District [N=459]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	s	75.0	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		s	50.9	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		p	87.0	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		p	86.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)		s	68.4	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	72.8	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)		p	78.8	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		s	56.2	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		s	51.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		p	42.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		p	86.4	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	96.2	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		p	85.3	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		p	51.7	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		s	64.6	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		s	76.0	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		s	71.5	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		p	75.5	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		s	69.5	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	21.2	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 2 - Western

#091 - Burgeo Academy, Burgeo

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=6]	School Below Above District	District [N=459]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	100.0	p	75.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	33.3	s	50.9	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	100.0	p	87.0	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	83.3	s	86.1	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)	83.3	p	68.4	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	66.7	s	72.8	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)	83.3	p	78.8	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	66.7	p	56.2	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	83.3	p	51.8	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	16.7	s	42.5	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	100.0	p	86.4	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	100.0	p	96.2	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	83.3	s	85.3	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	50.0	s	51.7	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	66.7	p	64.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	50.0	s	76.0	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	66.7	s	71.5	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	83.3	p	75.5	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	83.3	p	69.5	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	0.0	s	21.2	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 2 - Western

#092 - Grandy's River Collegiate, Burnt Islands

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=3]	School Below Above District	District [N=459]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	p	75.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		p	50.9	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		p	87.0	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		p	86.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)		s	68.4	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	72.8	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)		p	78.8	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		p	56.2	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		p	51.8	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		s	42.5	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		p	86.4	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	96.2	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		p	85.3	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		p	51.7	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		p	64.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		p	76.0	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		p	71.5	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		p	75.5	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		p	69.5	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	21.2	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 2 - Western

#099 - St. James' Regional High School, Channel-Port Aux Basques Grades: 7-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=16]	School Below Above District	District [N=459]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	87.5	p	75.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	31.3	s	50.9	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	81.3	s	87.0	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	75.0	s	86.1	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)	81.3	p	68.4	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	62.5	s	72.8	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)	68.8	s	78.8	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	25.0	s	56.2	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	37.5	s	51.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	43.8	p	42.5	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	81.3	s	86.4	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	93.8	s	96.2	s	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	68.8	s	85.3	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	37.5	s	51.7	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	62.5	s	64.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	43.8	s	76.0	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	50.0	s	71.5	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	75.0	s	75.5	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	68.8	s	69.5	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	18.8	s	21.2	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 2 - Western

#103 - LeGallais Memorial, Isle aux Morts

Grades: K-9

Item	Cognitive Level - Outcome (*item parameter*)	School [N=4]	School Below Above District	District [N=459]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	p	75.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		s	50.9	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		p	87.0	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		p	86.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)		p	68.4	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	72.8	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)		p	78.8	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		p	56.2	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		p	51.8	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		p	42.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		p	86.4	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	96.2	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		p	85.3	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		s	51.7	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		p	64.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		s	76.0	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		p	71.5	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		p	75.5	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		p	69.5	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	21.2	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 2 - Western

#110 - Piccadilly Central High, Piccadilly

Grades: 9-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=19]	School Below Above District	District [N=459]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	61.1	s	75.0	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	38.9	s	50.9	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	83.3	s	87.0	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	94.4	p	86.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	72.2	p	68.4	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	77.8	p	72.8	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	88.9	p	78.8	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	66.7	p	56.2	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	50.0	s	51.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	33.3	s	42.5	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	77.8	s	86.4	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	88.9	s	96.2	s	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	77.8	s	85.3	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	44.4	s	51.7	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	61.1	s	64.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	61.1	s	76.0	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	72.2	p	71.5	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	66.7	s	75.5	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	61.1	s	69.5	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	16.7	s	21.2	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 2 - Western

#113 - St. Boniface All Grade, Ramea

Grades: K-11

Item	Cognitive Level - Outcome (*item parameter*)	School [N=2]	School Below Above District	District [N=459]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	p	75.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		s	50.9	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		p	87.0	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		p	86.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)		p	68.4	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	72.8	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)		p	78.8	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		p	56.2	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		s	51.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		p	42.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		p	86.4	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	96.2	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		p	85.3	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		s	51.7	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		p	64.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		p	76.0	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		p	71.5	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		p	75.5	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		p	69.5	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	21.2	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 2 - Western

#116 - Appalachia High School, St. George's

Grades: 9-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=19]	School Below Above District	District [N=459]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	76.5	p	75.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	58.8	p	50.9	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	94.1	p	87.0	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	88.2	p	86.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	58.8	s	68.4	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	70.6	s	72.8	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	76.5	s	78.8	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	64.7	p	56.2	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	64.7	p	51.8	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	47.1	p	42.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	76.5	s	86.4	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	94.1	s	96.2	s	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	64.7	s	85.3	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	58.8	p	51.7	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	52.9	s	64.6	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	82.4	p	76.0	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	76.5	p	71.5	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	88.2	p	75.5	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	76.5	p	69.5	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	52.9	p	21.2	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 2 - Western

#119 - Stephenville High, Stephenville

Grades: 9-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=51]	School Below Above District	District [N=459]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	62.0	s	75.0	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	46.0	s	50.9	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	84.0	s	87.0	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	78.0	s	86.1	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)	52.0	s	68.4	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	76.0	p	72.8	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	72.0	s	78.8	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	56.0	s	56.2	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	48.0	s	51.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	40.0	s	42.5	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	85.7	s	86.4	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	95.9	s	96.2	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	81.6	s	85.3	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	57.1	p	51.7	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	71.4	p	64.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	75.5	s	76.0	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	69.4	s	71.5	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	75.5	p	75.5	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	63.3	s	69.5	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	18.4	s	21.2	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 2 - Western

#387 - Bayview Regional Collegiate, St. Lunaire

Grades: 7-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=3]	School Below Above District	District [N=459]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	p	75.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		s	50.9	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		p	87.0	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		p	86.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)		p	68.4	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	72.8	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)		p	78.8	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		p	56.2	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		p	51.8	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		p	42.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		p	86.4	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	96.2	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		p	85.3	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		p	51.7	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		p	64.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		p	76.0	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		p	71.5	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		p	75.5	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		p	69.5	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	21.2	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 2 - Western

#388 - Long Range Academy, Cow Head

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=3]	School Below Above District	District [N=459]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	p	75.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		s	50.9	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		p	87.0	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		s	86.1	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)		s	68.4	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	72.8	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)		p	78.8	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		s	56.2	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		s	51.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		p	42.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		p	86.4	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	96.2	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		p	85.3	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		p	51.7	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		p	64.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		s	76.0	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		s	71.5	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		p	75.5	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		p	69.5	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	21.2	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 2 - Western

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=36]	School Below Above District	District [N=459]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	85.7	p	75.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	54.3	p	50.9	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	80.0	s	87.0	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	77.1	s	86.1	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)	65.7	s	68.4	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	74.3	p	72.8	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	77.1	s	78.8	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	45.7	s	56.2	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	54.3	p	51.8	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	34.3	s	42.5	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	80.0	s	86.4	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	91.4	s	96.2	s	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	88.6	p	85.3	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	37.1	s	51.7	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	54.3	s	64.6	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	68.6	s	76.0	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	62.9	s	71.5	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	57.1	s	75.5	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	65.7	s	69.5	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	28.6	p	21.2	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 2 - Western

#393 - Bonne Bay Academy, Woody Point

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=2]	School Below Above District	District [N=459]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	p	75.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		s	50.9	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		p	87.0	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		p	86.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)		s	68.4	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	72.8	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)		p	78.8	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		s	56.2	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		s	51.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		s	42.5	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		p	86.4	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	96.2	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		p	85.3	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		s	51.7	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		s	64.6	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		p	76.0	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		s	71.5	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		p	75.5	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		s	69.5	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	21.2	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 2 - Western

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

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=4]	School Below Above District	District [N=459]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	p	75.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		p	50.9	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		p	87.0	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		p	86.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)		p	68.4	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	72.8	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)		p	78.8	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		p	56.2	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		p	51.8	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		p	42.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		s	86.4	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	96.2	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		s	85.3	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		s	51.7	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		s	64.6	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		p	76.0	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		p	71.5	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		s	75.5	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		p	69.5	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	21.2	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 2 - Western

#397 - Belanger Memorial School, Upper Ferry

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=8]	School Below Above District	District [N=459]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	87.5	p	75.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	62.5	p	50.9	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	75.0	s	87.0	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	100.0	p	86.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	62.5	s	68.4	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	62.5	s	72.8	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)	62.5	s	78.8	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	50.0	s	56.2	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	25.0	s	51.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	12.5	s	42.5	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	87.5	p	86.4	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	100.0	p	96.2	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	87.5	p	85.3	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	50.0	s	51.7	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	75.0	p	64.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	62.5	s	76.0	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	75.0	p	71.5	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	62.5	s	75.5	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	87.5	p	69.5	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	0.0	s	21.2	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 2 - Western

#474 - Cloud River Academy, Roddickton

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=7]	School Below Above District	District [N=459]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	100.0	p	75.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	42.9	s	50.9	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	100.0	p	87.0	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	100.0	p	86.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	85.7	p	68.4	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	100.0	p	72.8	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	85.7	p	78.8	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	42.9	s	56.2	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	71.4	p	51.8	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	14.3	s	42.5	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	85.7	s	86.4	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	100.0	p	96.2	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	100.0	p	85.3	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	71.4	p	51.7	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	57.1	s	64.6	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	100.0	p	76.0	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	71.4	s	71.5	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	100.0	p	75.5	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	71.4	p	69.5	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	28.6	p	21.2	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 2 - Western

#475 - Viking Trail Academy, Plum Point

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=9]	School Below Above District	District [N=459]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	88.9	p	75.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	33.3	s	50.9	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	88.9	p	87.0	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	88.9	p	86.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	66.7	s	68.4	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	66.7	s	72.8	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)	55.6	s	78.8	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	33.3	s	56.2	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	0.0	s	51.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	44.4	p	42.5	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	77.8	s	86.4	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	88.9	s	96.2	s	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	66.7	s	85.3	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	33.3	s	51.7	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	55.6	s	64.6	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	66.7	s	76.0	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	55.6	s	71.5	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	66.7	s	75.5	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	66.7	s	69.5	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	11.1	s	21.2	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 2 - Western

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=6]	School Below District	School Above District	District [N=459]	School Below Province	School Above Province	Province [N=2,590]
Poetic								
1.	Analysis - Analyze form (*form of poetry*)	33.3	s		75.0	s		64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	16.7	s		50.9	s		53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	66.7	s		87.0	s		88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	66.7	s		86.1	s		83.8
5.	Application - Use strategies to construct meaning (*mood*)	33.3	s		68.4	s		67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	83.3		p	72.8		p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	83.3		p	78.8		p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	50.0	s		56.2	s		58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	66.7		p	51.8		p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	16.7	s		42.5	s		46.3
Informational								
11.	Analysis - Analyze content of text (*purpose of text*)	100.0		p	86.4		p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	100.0		p	96.2		p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	83.3	s		85.3	s		85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	66.7		p	51.7		p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	83.3		p	64.6		p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	66.7	s		76.0	s		79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	50.0	s		71.5	s		74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	100.0		p	75.5		p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	66.7	s		69.5	s		74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	0.0	s		21.2	s		26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 2 - Western

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=10]	School Below Above District	District [N=459]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	90.0	p	75.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	70.0	p	50.9	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	90.0	p	87.0	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	100.0	p	86.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	90.0	p	68.4	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	80.0	p	72.8	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	70.0	s	78.8	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	60.0	p	56.2	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	40.0	s	51.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	20.0	s	42.5	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	80.0	s	86.4	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	100.0	p	96.2	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	90.0	p	85.3	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	60.0	p	51.7	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	60.0	s	64.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	60.0	s	76.0	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	90.0	p	71.5	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	100.0	p	75.5	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	70.0	p	69.5	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	0.0	s	21.2	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 3 - Nova Central

#125 - Baie Verte Collegiate, Baie Verte

Grades: 7-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=11]	School Below Above District	District [N=464]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	72.7	p	65.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	63.6	p	46.2	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	100.0	p	83.9	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	90.9	p	83.9	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	54.6	s	61.5	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	90.9	p	69.7	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	90.9	p	76.3	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	72.7	p	55.3	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	63.6	p	53.8	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	36.4	s	43.6	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	81.8	s	89.2	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	100.0	p	95.6	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	81.8	s	86.8	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	54.6	p	50.7	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	54.6	s	58.8	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	54.6	s	81.3	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	63.6	s	69.8	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	90.9	p	71.2	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	100.0	p	74.5	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	18.2	s	22.0	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 3 - Nova Central

#132 - Botwood Collegiate, Botwood

Grades: 7-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=26]	School Below District	School Above District	District [N=464]	School Below Province	School Above Province	Province [N=2,590]
Poetic								
1.	Analysis - Analyze form (*form of poetry*)	11.5	s		65.0	s		64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	34.6	s		46.2	s		53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	76.9	s		83.9	s		88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	76.9	s		83.9	s		83.8
5.	Application - Use strategies to construct meaning (*mood*)	65.4		p	61.5	s		67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	50.0	s		69.7	s		68.5
7.	Application - Use strategies to construct meaning (*personification*)	61.5	s		76.3	s		77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	42.3	s		55.3	s		58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	50.0	s		53.8	s		53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	34.6	s		43.6	s		46.3
Informational								
11.	Analysis - Analyze content of text (*purpose of text*)	88.5	s		89.2	s		89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	80.8	s		95.6	s		95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	73.1	s		86.8	s		85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	50.0	s		50.7	s		52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	42.3	s		58.8	s		59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	73.1	s		81.3	s		79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	65.4	s		69.8	s		74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	80.8		p	71.2		p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	50.0	s		74.5	s		74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	19.2	s		22.0	s		26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 3 - Nova Central

#149 - King Academy, Harbour Breton

Grades: 7-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=8]	School Below Above District	District [N=464]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	87.5	p	65.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	50.0	p	46.2	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	87.5	p	83.9	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	87.5	p	83.9	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	50.0	s	61.5	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	62.5	s	69.7	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)	100.0	p	76.3	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	62.5	p	55.3	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	62.5	p	53.8	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	50.0	p	43.6	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	87.5	s	89.2	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	87.5	s	95.6	s	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	100.0	p	86.8	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	37.5	s	50.7	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	37.5	s	58.8	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	62.5	s	81.3	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	75.0	p	69.8	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	62.5	s	71.2	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	87.5	p	74.5	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	37.5	p	22.0	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 3 - Nova Central

#151 - John Watkins Academy, Hermitage

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=4]	School Below Above District	District [N=464]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	p	65.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		p	46.2	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		p	83.9	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		p	83.9	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)		p	61.5	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	69.7	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)		p	76.3	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		p	55.3	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		p	53.8	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		p	43.6	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		p	89.2	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	95.6	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		p	86.8	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		p	50.7	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		p	58.8	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		s	81.3	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		p	69.8	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		p	71.2	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		p	74.5	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	22.0	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 3 - Nova Central

#152 - Valmont Academy, King's Point

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=4]	School Below Above District	District [N=464]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	p	65.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		p	46.2	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		p	83.9	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		p	83.9	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)		p	61.5	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	69.7	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)		p	76.3	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		s	55.3	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		s	53.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		p	43.6	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		p	89.2	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	95.6	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		p	86.8	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		s	50.7	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		s	58.8	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		s	81.3	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		p	69.8	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		s	71.2	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		p	74.5	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	22.0	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 3 - Nova Central

#153 - Cape John Collegiate, La Scie

Grades: 7-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=10]	School Below District	School Above District	District [N=464]	School Below Province	School Above Province	Province [N=2,590]
Poetic								
1.	Analysis - Analyze form (*form of poetry*)	0.0	s		65.0	s		64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	20.0	s		46.2	s		53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	60.0	s		83.9	s		88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	90.0		p	83.9		p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	60.0	s		61.5	s		67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	60.0	s		69.7	s		68.5
7.	Application - Use strategies to construct meaning (*personification*)	60.0	s		76.3	s		77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	40.0	s		55.3	s		58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	70.0		p	53.8		p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	30.0	s		43.6	s		46.3
Informational								
11.	Analysis - Analyze content of text (*purpose of text*)	100.0		p	89.2		p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	100.0		p	95.6		p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	80.0	s		86.8	s		85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	50.0	s		50.7	s		52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	50.0	s		58.8	s		59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	70.0	s		81.3	s		79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	40.0	s		69.8	s		74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	90.0		p	71.2		p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	60.0	s		74.5	s		74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	10.0	s		22.0	s		26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 3 - Nova Central

#158 - MSB Regional Academy, Middle Arm

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=9]	School Below Above District	District [N=464]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	77.8	p	65.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	22.2	s	46.2	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	88.9	p	83.9	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	77.8	s	83.9	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)	22.2	s	61.5	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	66.7	s	69.7	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)	66.7	s	76.3	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	55.6	p	55.3	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	44.4	s	53.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	55.6	p	43.6	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	100.0	p	89.2	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	88.9	s	95.6	s	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	77.8	s	86.8	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	44.4	s	50.7	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	44.4	s	58.8	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	77.8	s	81.3	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	66.7	s	69.8	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	77.8	p	71.2	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	55.6	s	74.5	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	22.2	p	22.0	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 3 - Nova Central

#162 - Dorset Collegiate, Pilley's Island

Grades: 7-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=13]	School Below Above District	District [N=464]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	69.2	p	65.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	53.9	p	46.2	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	76.9	s	83.9	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	92.3	p	83.9	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	61.5	p	61.5	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	84.6	p	69.7	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	92.3	p	76.3	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	61.5	p	55.3	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	53.9	p	53.8	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	38.5	s	43.6	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	92.3	p	89.2	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	100.0	p	95.6	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	100.0	p	86.8	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	46.2	s	50.7	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	53.9	s	58.8	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	92.3	p	81.3	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	69.2	s	69.8	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	61.5	s	71.2	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	69.2	s	74.5	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	15.4	s	22.0	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 3 - Nova Central

#163 - Point Leamington Academy, Point Leamington

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=7]	School Below Above District	District [N=464]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	85.7	p	65.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	85.7	p	46.2	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	71.4	s	83.9	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	100.0	p	83.9	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	71.4	p	61.5	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	71.4	p	69.7	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	85.7	p	76.3	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	85.7	p	55.3	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	42.9	s	53.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	28.6	s	43.6	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	100.0	p	89.2	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	100.0	p	95.6	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	100.0	p	86.8	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	14.3	s	50.7	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	71.4	p	58.8	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	100.0	p	81.3	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	100.0	p	69.8	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	85.7	p	71.2	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	100.0	p	74.5	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	0.0	s	22.0	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 3 - Nova Central

#165 - St. Stephen's AG, Rencontre East

Grades: K-1,3,5-6,8-1

Item	Cognitive Level - Outcome (*item parameter*)	School [N=1]	School Below District	School Above District	District [N=464]	School Below Province	School Above Province	Province [N=2,590]
Poetic								
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	s		65.0	s		64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		s		46.2	s		53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		s		83.9	s		88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)			p	83.9		p	83.8
5.	Application - Use strategies to construct meaning (*mood*)		s		61.5	s		67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)			p	69.7		p	68.5
7.	Application - Use strategies to construct meaning (*personification*)		s		76.3	s		77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)			p	55.3		p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)			p	53.8		p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		s		43.6	s		46.3
Informational								
11.	Analysis - Analyze content of text (*purpose of text*)			p	89.2		p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)			p	95.6		p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)			p	86.8		p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)			p	50.7		p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		s		58.8	s		59.1
16.	Comprehension - Analyze content of text (*understanding text information*)			p	81.3		p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)			p	69.8		p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)			p	71.2		p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)			p	74.5		p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s		22.0	s		26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 3 - Nova Central

#171 - Indian River High School, Springdale

Grades: 7-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=23]	School Below Above District	District [N=464]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	26.1	s	65.0	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	60.9	p	46.2	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	82.6	s	83.9	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	73.9	s	83.9	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)	56.5	s	61.5	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	91.3	p	69.7	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	65.2	s	76.3	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	34.8	s	55.3	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	47.8	s	53.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	56.5	p	43.6	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	91.3	p	89.2	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	87.0	s	95.6	s	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	95.7	p	86.8	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	52.2	p	50.7	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	52.2	s	58.8	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	69.6	s	81.3	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	73.9	p	69.8	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	82.6	p	71.2	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	65.2	s	74.5	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	13.0	s	22.0	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 3 - Nova Central

#174 - St. Peter's Academy, Westport

Grades: K,3-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=3]	School Below Above District	District [N=464]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	p	65.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		s	46.2	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		p	83.9	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		p	83.9	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)		s	61.5	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	69.7	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)		p	76.3	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		s	55.3	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		p	53.8	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		p	43.6	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		s	89.2	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	95.6	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		p	86.8	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		s	50.7	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		s	58.8	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		s	81.3	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		s	69.8	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		s	71.2	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		p	74.5	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	22.0	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 3 - Nova Central

#177 - Greenwood Academy, Campbellton

Grades: K-9

Item	Cognitive Level - Outcome (*item parameter*)	School [N=8]	School Below Above District	District [N=464]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	87.5	p	65.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	50.0	p	46.2	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	100.0	p	83.9	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	87.5	p	83.9	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	62.5	p	61.5	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	75.0	p	69.7	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	75.0	s	76.3	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	75.0	p	55.3	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	75.0	p	53.8	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	37.5	s	43.6	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	87.5	s	89.2	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	100.0	p	95.6	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	87.5	p	86.8	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	50.0	s	50.7	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	75.0	p	58.8	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	100.0	p	81.3	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	87.5	p	69.8	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	100.0	p	71.2	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	87.5	p	74.5	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	0.0	s	22.0	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 3 - Nova Central

#178 - Phoenix Academy, Carmanville

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=7]	School Below Above District	District [N=464]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	0.0	s	65.0	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	40.0	s	46.2	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	80.0	s	83.9	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	60.0	s	83.9	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)	60.0	s	61.5	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	80.0	p	69.7	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	60.0	s	76.3	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	80.0	p	55.3	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	60.0	p	53.8	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	60.0	p	43.6	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	80.0	s	89.2	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	100.0	p	95.6	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	100.0	p	86.8	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	40.0	s	50.7	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	40.0	s	58.8	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	60.0	s	81.3	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	40.0	s	69.8	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	40.0	s	71.2	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	80.0	p	74.5	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	60.0	p	22.0	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 3 - Nova Central

#179 - Centreville Academy, Centreville-Wareham

Grades: K-9

Item	Cognitive Level - Outcome (*item parameter*)	School [N=5]	School Below District	School Above District	District [N=464]	School Below Province	School Above Province	Province [N=2,590]
Poetic								
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	s		65.0	s		64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		s		46.2	s		53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		s		83.9	s		88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		s		83.9	s		83.8
5.	Application - Use strategies to construct meaning (*mood*)			p	61.5		p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s		69.7	s		68.5
7.	Application - Use strategies to construct meaning (*personification*)		s		76.3	s		77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)			p	55.3		p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)			p	53.8		p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		s		43.6	s		46.3
Informational								
11.	Analysis - Analyze content of text (*purpose of text*)			p	89.2		p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		s		95.6	s		95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		s		86.8	s		85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		s		50.7	s		52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		s		58.8	s		59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		s		81.3	s		79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		s		69.8	s		74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		s		71.2	s		73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		s		74.5	s		74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s		22.0	s		26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 3 - Nova Central

#180 - A. R. Scammell Academy, Change Islands

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=3]	School Below Above District	District [N=464]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	p	65.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		p	46.2	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		p	83.9	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		p	83.9	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)		p	61.5	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	69.7	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)		p	76.3	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		p	55.3	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		s	53.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		p	43.6	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		p	89.2	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	95.6	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		p	86.8	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		p	50.7	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		p	58.8	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		p	81.3	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		p	69.8	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		p	71.2	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		p	74.5	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	22.0	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 3 - Nova Central

#183 - William Mercer Academy, Dover

Grades: K-9

Item	Cognitive Level - Outcome (*item parameter*)	School [N=3]	School Below Above District	District [N=464]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	p	65.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		s	46.2	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		s	83.9	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		p	83.9	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)		p	61.5	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	69.7	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)		s	76.3	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		p	55.3	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		p	53.8	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		p	43.6	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		p	89.2	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		s	95.6	s	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		s	86.8	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		p	50.7	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		s	58.8	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		s	81.3	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		s	69.8	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		s	71.2	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		p	74.5	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	22.0	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 3 - Nova Central

#192 - Lumsden Academy, Lumsden

Grades: K-9

Item	Cognitive Level - Outcome (*item parameter*)	School [N=1]	School Below Above District	District [N=464]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	p	65.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		s	46.2	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		s	83.9	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		p	83.9	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)		p	61.5	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	69.7	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)		s	76.3	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		s	55.3	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		p	53.8	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		s	43.6	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		s	89.2	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	95.6	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		s	86.8	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		s	50.7	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		s	58.8	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		p	81.3	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		s	69.8	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		p	71.2	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		s	74.5	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	22.0	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 3 - Nova Central

#194 - Gill Memorial Academy, Musgrave Harbour

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=4]	School Below Above District	District [N=464]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	p	65.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		s	46.2	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		p	83.9	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		s	83.9	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)		p	61.5	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	69.7	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)		p	76.3	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		s	55.3	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		s	53.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		s	43.6	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		s	89.2	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	95.6	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		s	86.8	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		s	50.7	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		s	58.8	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		s	81.3	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		p	69.8	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		s	71.2	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		s	74.5	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	22.0	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 3 - Nova Central

#196 - St. Gabriel's AG, St. Brendan's

Grades: K,3-6,8-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=2]	School Below Above District	District [N=464]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	p	65.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		p	46.2	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		p	83.9	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		p	83.9	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)		s	61.5	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	69.7	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)		p	76.3	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		p	55.3	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		s	53.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		s	43.6	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		p	89.2	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	95.6	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		p	86.8	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		s	50.7	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		s	58.8	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		s	81.3	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		p	69.8	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		p	71.2	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		s	74.5	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	22.0	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 3 - Nova Central

#201 - J.M. Olds Collegiate, Twillingate

Grades: 7-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=11]	School Below Above District	District [N=464]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	90.9	p	65.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	36.4	s	46.2	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	100.0	p	83.9	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	81.8	s	83.9	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)	90.9	p	61.5	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	90.9	p	69.7	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	90.9	p	76.3	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	54.6	s	55.3	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	72.7	p	53.8	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	54.6	p	43.6	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	100.0	p	89.2	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	100.0	p	95.6	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	81.8	s	86.8	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	27.3	s	50.7	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	72.7	p	58.8	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	90.9	p	81.3	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	81.8	p	69.8	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	72.7	p	71.2	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	72.7	s	74.5	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	27.3	p	22.0	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 3 - Nova Central

#204 - Pearson Academy, Wesleyville

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=7]	School Below Above District	District [N=464]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	71.4	p	65.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	71.4	p	46.2	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	85.7	p	83.9	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	85.7	p	83.9	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	85.7	p	61.5	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	71.4	p	69.7	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	71.4	s	76.3	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	42.9	s	55.3	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	28.6	s	53.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	71.4	p	43.6	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	100.0	p	89.2	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	100.0	p	95.6	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	100.0	p	86.8	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	28.6	s	50.7	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	57.1	s	58.8	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	85.7	p	81.3	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	85.7	p	69.8	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	71.4	p	71.2	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	71.4	s	74.5	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	14.3	s	22.0	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 3 - Nova Central

#206 - Riverwood Academy, Wing's Point

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=5]	School Below Above District	District [N=464]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	p	65.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		s	46.2	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		p	83.9	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		s	83.9	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)		p	61.5	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	69.7	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)		s	76.3	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		s	55.3	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		s	53.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		p	43.6	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		s	89.2	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	95.6	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		p	86.8	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		s	50.7	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		p	58.8	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		p	81.3	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		p	69.8	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		p	71.2	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		p	74.5	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	22.0	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 3 - Nova Central

#398 - Avoca Collegiate, Badger

Grades: K-9

Item	Cognitive Level - Outcome (*item parameter*)	School [N=3]	School Below District	School Above District	District [N=464]	School Below Province	School Above Province	Province [N=2,590]
Poetic								
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*		p	65.0		p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		s		46.2	s		53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		s		83.9	s		88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)			p	83.9		p	83.8
5.	Application - Use strategies to construct meaning (*mood*)			p	61.5	s		67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)			p	69.7		p	68.5
7.	Application - Use strategies to construct meaning (*personification*)			p	76.3		p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		s		55.3	s		58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)			p	53.8		p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		s		43.6	s		46.3
Informational								
11.	Analysis - Analyze content of text (*purpose of text*)			p	89.2		p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)			p	95.6		p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		s		86.8	s		85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		s		50.7	s		52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		s		58.8	s		59.1
16.	Comprehension - Analyze content of text (*understanding text information*)			p	81.3		p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		s		69.8	s		74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		s		71.2	s		73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		s		74.5	s		74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)			p	22.0		p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 3 - Nova Central

#402 - Leo Burke Academy, Bishop's Falls

Grades: 7-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=20]	School Below Above District	District [N=464]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	85.0	p	65.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	45.0	s	46.2	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	80.0	s	83.9	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	70.0	s	83.9	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)	80.0	p	61.5	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	85.0	p	69.7	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	60.0	s	76.3	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	90.0	p	55.3	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	45.0	s	53.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	55.0	p	43.6	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	75.0	s	89.2	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	100.0	p	95.6	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	80.0	s	86.8	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	50.0	s	50.7	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	55.0	s	58.8	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	65.0	s	81.3	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	85.0	p	69.8	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	60.0	s	71.2	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	80.0	p	74.5	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	45.0	p	22.0	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 3 - Nova Central

#403 - Lakeside Academy, Buchans

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=4]	School Below Above District	District [N=464]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	s	65.0	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		p	46.2	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		p	83.9	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		s	83.9	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)		s	61.5	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	69.7	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)		s	76.3	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		s	55.3	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		s	53.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		p	43.6	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		p	89.2	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	95.6	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		p	86.8	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		p	50.7	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		s	58.8	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		p	81.3	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		s	69.8	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		p	71.2	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		p	74.5	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	22.0	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 3 - Nova Central

#405 - Cottrell's Cove Academy, Cottrell's Cove

Grades: K-2,4-5,7-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=3]	School Below Above District	District [N=464]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	s	65.0	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		s	46.2	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		s	83.9	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		p	83.9	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)		s	61.5	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	69.7	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)		s	76.3	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		s	55.3	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		s	53.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		s	43.6	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		s	89.2	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	95.6	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		p	86.8	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		p	50.7	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		p	58.8	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		s	81.3	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		s	69.8	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		p	71.2	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		s	74.5	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	22.0	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 3 - Nova Central

#406 - Fitzgerald Academy, English Harbour West

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=12]	School Below Above District	District [N=464]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	100.0	p	65.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	41.7	s	46.2	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	58.3	s	83.9	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	75.0	s	83.9	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)	41.7	s	61.5	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	66.7	s	69.7	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)	33.3	s	76.3	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	58.3	p	55.3	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	33.3	s	53.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	33.3	s	43.6	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	83.3	s	89.2	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	100.0	p	95.6	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	50.0	s	86.8	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	33.3	s	50.7	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	58.3	s	58.8	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	75.0	s	81.3	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	16.7	s	69.8	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	58.3	s	71.2	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	66.7	s	74.5	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	16.7	s	22.0	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 3 - Nova Central

#407 - Bay d'Espoir Academy, Milltown

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=11]	School Below Above District	District [N=464]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	90.9	p	65.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	27.3	s	46.2	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	90.9	p	83.9	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	90.9	p	83.9	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	54.6	s	61.5	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	63.6	s	69.7	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)	72.7	s	76.3	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	54.6	s	55.3	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	72.7	p	53.8	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	36.4	s	43.6	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	81.8	s	89.2	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	100.0	p	95.6	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	90.9	p	86.8	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	63.6	p	50.7	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	72.7	p	58.8	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	100.0	p	81.3	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	63.6	s	69.8	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	27.3	s	71.2	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	54.6	s	74.5	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	9.1	s	22.0	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 3 - Nova Central

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=11]	School Below Above District	District [N=464]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	22.2	s	65.0	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	55.6	p	46.2	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	77.8	s	83.9	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	77.8	s	83.9	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)	66.7	p	61.5	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	44.4	s	69.7	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)	77.8	p	76.3	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	55.6	p	55.3	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	66.7	p	53.8	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	77.8	p	43.6	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	77.8	s	89.2	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	100.0	p	95.6	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	88.9	p	86.8	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	77.8	p	50.7	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	55.6	s	58.8	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	77.8	s	81.3	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	77.8	p	69.8	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	66.7	s	71.2	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	66.7	s	74.5	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	33.3	p	22.0	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 3 - Nova Central

#416 - Smallwood Academy, Gambo

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=16]	School Below Above District	District [N=464]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	100.0	p	65.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	42.9	s	46.2	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	100.0	p	83.9	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	100.0	p	83.9	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	57.1	s	61.5	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	71.4	p	69.7	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	78.6	p	76.3	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	50.0	s	55.3	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	7.1	s	53.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	35.7	s	43.6	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	92.9	p	89.2	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	100.0	p	95.6	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	100.0	p	86.8	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	64.3	p	50.7	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	50.0	s	58.8	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	85.7	p	81.3	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	71.4	p	69.8	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	64.3	s	71.2	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	57.1	s	74.5	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	0.0	s	22.0	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 3 - Nova Central

#420 - St. Paul's Intermediate School, Gander

Grades: 7-9

Item	Cognitive Level - Outcome (*item parameter*)	School [N=69]	School Below Above District	District [N=464]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	88.4	p	65.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	49.3	p	46.2	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	87.0	p	83.9	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	91.3	p	83.9	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	72.5	p	61.5	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	73.9	p	69.7	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	85.5	p	76.3	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	65.2	p	55.3	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	65.2	p	53.8	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	46.4	p	43.6	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	91.3	p	89.2	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	97.1	p	95.6	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	91.3	p	86.8	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	58.0	p	50.7	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	72.5	p	58.8	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	88.4	p	81.3	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	72.5	p	69.8	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	81.2	p	71.2	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	84.1	p	74.5	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	31.9	p	22.0	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 3 - Nova Central

#421 - Lakewood Academy, Glenwood

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=8]	School Below Above District	District [N=464]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	62.5	s	65.0	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	62.5	p	46.2	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	62.5	s	83.9	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	50.0	s	83.9	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)	50.0	s	61.5	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	75.0	p	69.7	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	62.5	s	76.3	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	37.5	s	55.3	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	50.0	s	53.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	25.0	s	43.6	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	75.0	s	89.2	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	87.5	s	95.6	s	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	87.5	p	86.8	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	25.0	s	50.7	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	37.5	s	58.8	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	62.5	s	81.3	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	100.0	p	69.8	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	37.5	s	71.2	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	100.0	p	74.5	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	12.5	s	22.0	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 3 - Nova Central

#422 - Glovertown Academy, Glovertown

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=14]	School Below Above District	District [N=464]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	76.9	p	65.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	38.5	s	46.2	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	76.9	s	83.9	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	76.9	s	83.9	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)	69.2	p	61.5	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	46.2	s	69.7	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)	69.2	s	76.3	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	38.5	s	55.3	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	30.8	s	53.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	61.5	p	43.6	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	100.0	p	89.2	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	100.0	p	95.6	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	69.2	s	86.8	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	53.9	p	50.7	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	61.5	p	58.8	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	92.3	p	81.3	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	61.5	s	69.8	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	69.2	s	71.2	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	84.6	p	74.5	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	23.1	p	22.0	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 3 - Nova Central

#426 - Hillview Academy, Norris Arm

Grades: K-9

Item	Cognitive Level - Outcome (*item parameter*)	School [N=4]	School Below Above District	District [N=464]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	p	65.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		p	46.2	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		p	83.9	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		s	83.9	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)		p	61.5	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	69.7	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)		p	76.3	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		s	55.3	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		s	53.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		p	43.6	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		p	89.2	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	95.6	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		p	86.8	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		p	50.7	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		p	58.8	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		p	81.3	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		p	69.8	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		p	71.2	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		p	74.5	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	22.0	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 3 - Nova Central

#478 - New World Island Academy, Summerford

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=17]	School Below Above District	District [N=464]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	100.0	p	65.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	47.1	p	46.2	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	88.2	p	83.9	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	76.5	s	83.9	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)	70.6	p	61.5	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	47.1	s	69.7	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)	88.2	p	76.3	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	23.5	s	55.3	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	47.1	s	53.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	23.5	s	43.6	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	76.5	s	89.2	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	94.1	s	95.6	s	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	70.6	s	86.8	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	58.8	p	50.7	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	70.6	p	58.8	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	64.7	s	81.3	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	76.5	p	69.8	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	52.9	s	71.2	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	70.6	s	74.5	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	17.7	s	22.0	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 3 - Nova Central

#481 - Exploits Valley Intermediate, Grand Falls-Windsor Grades: 7-9

Item	Cognitive Level - Outcome (*item parameter*)	School [N=67]	School Below Above District	District [N=464]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	27.7	s	65.0	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	49.2	p	46.2	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	83.1	s	83.9	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	78.5	s	83.9	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)	49.2	s	61.5	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	72.3	p	69.7	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	80.0	p	76.3	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	56.9	p	55.3	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	50.8	s	53.8	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	33.9	s	43.6	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	89.6	p	89.2	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	95.5	s	95.6	s	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	91.0	p	86.8	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	50.8	p	50.7	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	56.7	s	58.8	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	91.0	p	81.3	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	70.2	p	69.8	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	62.7	s	71.2	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	77.6	p	74.5	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	19.4	s	22.0	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 3 - Nova Central

#486 - Lewisporte Intermediate, Lewisporte

Grades: 7-9

Item	Cognitive Level - Outcome (*item parameter*)	School [N=30]	School Below Above District	District [N=464]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	88.9	p	65.0	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	55.6	p	46.2	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	88.9	p	83.9	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	96.3	p	83.9	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	48.2	s	61.5	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	66.7	s	69.7	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)	85.2	p	76.3	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	59.3	p	55.3	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	70.4	p	53.8	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	44.4	p	43.6	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	96.3	p	89.2	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	96.3	p	95.6	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	96.3	p	86.8	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	44.4	s	50.7	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	77.8	p	58.8	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	92.6	p	81.3	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	66.7	s	69.8	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	88.9	p	71.2	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	70.4	s	74.5	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	37.0	p	22.0	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

#209 - Pearce Junior High School, Salt Pond

Grades: 8-9

Item	Cognitive Level - Outcome (*item parameter*)	School [N=55]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	38.9	s	61.5	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	57.4	p	56.5	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	79.6	s	90.6	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	83.3	p	83.1	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)	66.7	s	69.3	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	66.7	s	66.9	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)	75.9	s	77.9	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	61.1	p	60.5	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	57.4	p	54.1	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	38.9	s	47.5	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	87.0	s	90.5	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	87.0	s	95.9	s	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	85.2	s	85.7	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	48.2	s	53.1	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	53.7	s	57.6	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	75.9	s	79.6	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	70.4	s	75.6	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	70.4	s	73.1	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	63.0	s	74.7	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	24.1	s	28.5	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

#214 - John Burke High School, Grand Bank

Grades: 8-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=16]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	43.8	s	61.5	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	31.3	s	56.5	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	81.3	s	90.6	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	87.5	p	83.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	62.5	s	69.3	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	68.8	p	66.9	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	75.0	s	77.9	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	43.8	s	60.5	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	50.0	s	54.1	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	31.3	s	47.5	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	93.8	p	90.5	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	100.0	p	95.9	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	87.5	p	85.7	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	68.8	p	53.1	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	50.0	s	57.6	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	56.3	s	79.6	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	75.0	s	75.6	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	81.3	p	73.1	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	68.8	s	74.7	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	25.0	s	28.5	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

#218 - St. Joseph's Academy, Lamaline

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=4]	School Below District	School Above District	District [N=1,487]	School Below Province	School Above Province	Province [N=2,590]
Poetic								
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	s		61.5	s		64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		s		56.5	s		53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		s		90.6	s		88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)			p	83.1		p	83.8
5.	Application - Use strategies to construct meaning (*mood*)		s		69.3	s		67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s		66.9	s		68.5
7.	Application - Use strategies to construct meaning (*personification*)		s		77.9	s		77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		s		60.5	s		58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		s		54.1	s		53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		s		47.5	s		46.3
Informational								
11.	Analysis - Analyze content of text (*purpose of text*)		s		90.5	s		89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)			p	95.9		p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)			p	85.7		p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		s		53.1	s		52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		s		57.6	s		59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		s		79.6	s		79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		s		75.6	s		74.3
18.	Application - Use strategies to construct meaning (*alliteration*)			p	73.1		p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)			p	74.7		p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s		28.5	s		26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

#223 - Christ the King School, Rushoon

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=4]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	s	61.5	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		p	56.5	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		s	90.6	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		s	83.1	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)		p	69.3	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	66.9	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)		s	77.9	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		s	60.5	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		s	54.1	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		p	47.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		p	90.5	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	95.9	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		p	85.7	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		s	53.1	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		s	57.6	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		p	79.6	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		s	75.6	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		p	73.1	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		p	74.7	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	28.5	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

#225 - St. Anne's School, South East Bight

Grades: 1-10

Item	Cognitive Level - Outcome (*item parameter*)	School [N=1]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	s	61.5	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		p	56.5	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		p	90.6	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		p	83.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)		p	69.3	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	66.9	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)		p	77.9	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		s	60.5	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		s	54.1	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		p	47.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		p	90.5	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	95.9	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		p	85.7	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		s	53.1	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		p	57.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		p	79.6	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		p	75.6	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		p	73.1	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		s	74.7	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	28.5	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=2]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	p	61.5	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		s	56.5	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		p	90.6	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		s	83.1	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)		p	69.3	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	66.9	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)		p	77.9	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		s	60.5	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		s	54.1	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		s	47.5	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		p	90.5	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	95.9	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		p	85.7	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		p	53.1	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		p	57.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		s	79.6	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		p	75.6	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		p	73.1	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		p	74.7	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	28.5	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=10]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	60.0	s	61.5	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	60.0	p	56.5	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	90.0	s	90.6	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	90.0	p	83.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	70.0	p	69.3	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	90.0	p	66.9	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	90.0	p	77.9	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	90.0	p	60.5	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	50.0	s	54.1	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	90.0	p	47.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	90.0	s	90.5	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	90.0	s	95.9	s	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	60.0	s	85.7	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	50.0	s	53.1	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	40.0	s	57.6	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	70.0	s	79.6	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	80.0	p	75.6	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	50.0	s	73.1	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	80.0	p	74.7	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	40.0	p	28.5	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

#229 - St. Joseph's All Grade, Terrenceville

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=5]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	s	61.5	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		s	56.5	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		p	90.6	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		s	83.1	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)		p	69.3	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	66.9	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)		s	77.9	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		s	60.5	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		s	54.1	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		s	47.5	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		s	90.5	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	95.9	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		p	85.7	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		p	53.1	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		s	57.6	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		p	79.6	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		s	75.6	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		s	73.1	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		p	74.7	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	28.5	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

#231 - Discovery Collegiate, Bonavista

Grades: 9-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=24]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	79.2	p	61.5	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	62.5	p	56.5	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	100.0	p	90.6	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	91.7	p	83.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	75.0	p	69.3	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	87.5	p	66.9	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	66.7	s	77.9	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	66.7	p	60.5	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	66.7	p	54.1	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	37.5	s	47.5	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	91.7	p	90.5	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	100.0	p	95.9	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	83.3	s	85.7	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	41.7	s	53.1	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	75.0	p	57.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	87.5	p	79.6	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	70.8	s	75.6	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	83.3	p	73.1	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	54.2	s	74.7	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	41.7	p	28.5	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

#235 - Clarenville High School, Clarenville

Grades: 9-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=46]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	62.2	p	61.5	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	71.1	p	56.5	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	88.9	s	90.6	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	84.4	p	83.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	82.2	p	69.3	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	80.0	p	66.9	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	86.7	p	77.9	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	68.9	p	60.5	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	42.2	s	54.1	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	42.2	s	47.5	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	83.7	s	90.5	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	95.4	s	95.9	s	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	88.4	p	85.7	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	44.2	s	53.1	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	69.8	p	57.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	86.1	p	79.6	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	60.5	s	75.6	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	72.1	s	73.1	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	74.4	s	74.7	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	16.3	s	28.5	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

#240 - Bishop White School, Port Rexton

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=8]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	14.3	s	61.5	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	28.6	s	56.5	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	85.7	s	90.6	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	71.4	s	83.1	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)	71.4	p	69.3	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	57.1	s	66.9	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)	42.9	s	77.9	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	57.1	s	60.5	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	28.6	s	54.1	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	28.6	s	47.5	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	100.0	p	90.5	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	87.5	s	95.9	s	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	87.5	p	85.7	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	37.5	s	53.1	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	75.0	p	57.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	100.0	p	79.6	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	50.0	s	75.6	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	75.0	p	73.1	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	62.5	s	74.7	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	12.5	s	28.5	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

#242 - Random Island Academy, Hickman's Harbour

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=5]	School Below District	School Above District	District [N=1,487]	School Below Province	School Above Province	Province [N=2,590]
Poetic								
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	s		61.5	s		64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		s		56.5	s		53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)			p	90.6		p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		s		83.1	s		83.8
5.	Application - Use strategies to construct meaning (*mood*)		s		69.3	s		67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)			p	66.9		p	68.5
7.	Application - Use strategies to construct meaning (*personification*)		s		77.9	s		77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		s		60.5	s		58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)			p	54.1		p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		s		47.5	s		46.3
Informational								
11.	Analysis - Analyze content of text (*purpose of text*)			p	90.5		p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)			p	95.9		p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)			p	85.7		p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)			p	53.1		p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		s		57.6	s		59.1
16.	Comprehension - Analyze content of text (*understanding text information*)			p	79.6		p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)			p	75.6		p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		s		73.1	s		73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)			p	74.7		p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s		28.5	s		26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

#246 - Swift Current Academy, Swift Current

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=1]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	p	61.5	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		s	56.5	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		p	90.6	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		p	83.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)		s	69.3	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	66.9	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)		p	77.9	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		p	60.5	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		p	54.1	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		p	47.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		p	90.5	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	95.9	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		p	85.7	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		p	53.1	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		p	57.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		p	79.6	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		p	75.6	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		p	73.1	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		p	74.7	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	28.5	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

#247 - Roncalli Central High, Avondale

Grades: 7-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=24]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	41.7	s	61.5	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	66.7	p	56.5	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	95.8	p	90.6	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	58.3	s	83.1	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)	70.8	p	69.3	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	70.8	p	66.9	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	75.0	s	77.9	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	45.8	s	60.5	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	54.2	p	54.1	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	37.5	s	47.5	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	100.0	p	90.5	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	100.0	p	95.9	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	75.0	s	85.7	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	54.2	p	53.1	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	58.3	p	57.6	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	79.2	s	79.6	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	83.3	p	75.6	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	66.7	s	73.1	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	75.0	p	74.7	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	29.2	p	28.5	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=60]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	71.9	p	61.5	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	54.4	s	56.5	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	94.7	p	90.6	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	87.7	p	83.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	64.9	s	69.3	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	66.7	s	66.9	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)	68.4	s	77.9	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	61.4	p	60.5	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	47.4	s	54.1	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	47.4	s	47.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	87.7	s	90.5	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	94.7	s	95.9	s	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	79.0	s	85.7	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	64.9	p	53.1	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	54.4	s	57.6	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	75.4	s	79.6	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	77.2	p	75.6	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	73.7	p	73.1	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	64.9	s	74.7	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	36.8	p	28.5	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=47]	School Below District	School Above District	District [N=1,487]	School Below Province	School Above Province	Province [N=2,590]
Poetic								
1.	Analysis - Analyze form (*form of poetry*)	51.1	s		61.5	s		64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	42.2	s		56.5	s		53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	84.4	s		90.6	s		88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	86.7		p	83.1		p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	60.0	s		69.3	s		67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	44.4	s		66.9	s		68.5
7.	Application - Use strategies to construct meaning (*personification*)	64.4	s		77.9	s		77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	60.0	s		60.5		p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	44.4	s		54.1	s		53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	33.3	s		47.5	s		46.3
Informational								
11.	Analysis - Analyze content of text (*purpose of text*)	93.3		p	90.5		p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	95.6	s		95.9	s		95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	80.0	s		85.7	s		85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	57.8		p	53.1		p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	57.8		p	57.6	s		59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	86.7		p	79.6		p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	66.7	s		75.6	s		74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	73.3		p	73.1	s		73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	62.2	s		74.7	s		74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	17.8	s		28.5	s		26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

#274 - St. Catherine's Academy, Mount Carmel

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=4]	School Below District	School Above District	District [N=1,487]	School Below Province	School Above Province	Province [N=2,590]
Poetic								
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	s		61.5	s		64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		s		56.5	s		53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		s		90.6	s		88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)			p	83.1		p	83.8
5.	Application - Use strategies to construct meaning (*mood*)		s		69.3	s		67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s		66.9	s		68.5
7.	Application - Use strategies to construct meaning (*personification*)			p	77.9		p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		s		60.5	s		58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		s		54.1	s		53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		s		47.5	s		46.3
Informational								
11.	Analysis - Analyze content of text (*purpose of text*)			p	90.5		p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		s		95.9	s		95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		s		85.7	s		85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		s		53.1	s		52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		s		57.6	s		59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		s		79.6	s		79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		s		75.6	s		74.3
18.	Application - Use strategies to construct meaning (*alliteration*)			p	73.1		p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)			p	74.7		p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s		28.5	s		26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

#280 - Laval High School, Placentia

Grades: 7-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=30]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	90.0	p	61.5	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	70.0	p	56.5	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	76.7	s	90.6	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	73.3	s	83.1	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)	76.7	p	69.3	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	56.7	s	66.9	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)	86.7	p	77.9	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	76.7	p	60.5	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	66.7	p	54.1	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	60.0	p	47.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	96.7	p	90.5	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	93.3	s	95.9	s	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	70.0	s	85.7	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	63.3	p	53.1	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	53.3	s	57.6	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	76.7	s	79.6	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	83.3	p	75.6	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	76.7	p	73.1	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	90.0	p	74.7	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	26.7	s	28.5	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=17]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	100.0	p	61.5	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	82.4	p	56.5	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	94.1	p	90.6	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	100.0	p	83.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	94.1	p	69.3	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	88.2	p	66.9	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	94.1	p	77.9	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	64.7	p	60.5	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	88.2	p	54.1	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	82.4	p	47.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	100.0	p	90.5	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	100.0	p	95.9	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	100.0	p	85.7	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	41.2	s	53.1	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	52.9	s	57.6	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	94.1	p	79.6	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	76.5	p	75.6	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	94.1	p	73.1	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	52.9	s	74.7	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	58.8	p	28.5	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

#286 - Fatima Academy, St. Bride's

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=7]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	100.0	p	61.5	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	100.0	p	56.5	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	100.0	p	90.6	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	85.7	p	83.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	100.0	p	69.3	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	85.7	p	66.9	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	71.4	s	77.9	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	85.7	p	60.5	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	100.0	p	54.1	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	85.7	p	47.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	100.0	p	90.5	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	85.7	s	95.9	s	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	71.4	s	85.7	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	57.1	p	53.1	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	42.9	s	57.6	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	100.0	p	79.6	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	85.7	p	75.6	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	57.1	s	73.1	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	85.7	p	74.7	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	57.1	p	28.5	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

#287 - Dunne Memorial Academy, St. Mary's

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=3]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	p	61.5	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		p	56.5	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		p	90.6	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		p	83.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)		s	69.3	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	66.9	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)		p	77.9	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		p	60.5	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		p	54.1	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		p	47.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		s	90.5	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	95.9	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		s	85.7	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		p	53.1	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		p	57.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		p	79.6	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		s	75.6	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		p	73.1	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		p	74.7	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	28.5	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=15]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	64.3	p	61.5	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	57.1	p	56.5	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	92.9	p	90.6	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	85.7	p	83.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	78.6	p	69.3	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	71.4	p	66.9	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	92.9	p	77.9	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	64.3	p	60.5	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	42.9	s	54.1	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	42.9	s	47.5	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	84.6	s	90.5	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	100.0	p	95.9	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	100.0	p	85.7	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	92.3	p	53.1	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	84.6	p	57.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	84.6	p	79.6	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	84.6	p	75.6	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	92.3	p	73.1	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	76.9	p	74.7	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	15.4	s	28.5	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

#296 - St. Michael's High, Bell Island

Grades: 7-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=12]	School Below District	School Above District	District [N=1,487]	School Below Province	School Above Province	Province [N=2,590]
Poetic								
1.	Analysis - Analyze form (*form of poetry*)	54.6	s		61.5	s		64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	54.6	s		56.5		p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	100.0		p	90.6		p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	81.8	s		83.1	s		83.8
5.	Application - Use strategies to construct meaning (*mood*)	63.6	s		69.3	s		67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	54.6	s		66.9	s		68.5
7.	Application - Use strategies to construct meaning (*personification*)	90.9		p	77.9		p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	54.6	s		60.5	s		58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	54.6		p	54.1		p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	36.4	s		47.5	s		46.3
Informational								
11.	Analysis - Analyze content of text (*purpose of text*)	100.0		p	90.5		p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	100.0		p	95.9		p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	81.8	s		85.7	s		85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	27.3	s		53.1	s		52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	54.6	s		57.6	s		59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	90.9		p	79.6		p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	63.6	s		75.6	s		74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	54.6	s		73.1	s		73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	45.5	s		74.7	s		74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	36.4		p	28.5		p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

#300 - Frank Roberts Junior High, Conception Bay South (Foxtrap) Grades: 7-9

Item	Cognitive Level - Outcome (*item parameter*)	School [N=86]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	76.8	p	61.5	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	56.1	s	56.5	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	84.2	s	90.6	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	89.0	p	83.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	70.7	p	69.3	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	64.6	s	66.9	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)	84.2	p	77.9	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	52.4	s	60.5	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	47.6	s	54.1	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	47.6	p	47.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	89.0	s	90.5	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	92.7	s	95.9	s	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	80.5	s	85.7	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	52.4	s	53.1	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	51.2	s	57.6	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	73.2	s	79.6	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	68.3	s	75.6	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	81.7	p	73.1	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	72.0	s	74.7	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	28.1	s	28.5	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

#304 - Holy Spirit High, Conception Bay South (Manuels) Grades: 9-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=103]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	77.1	p	61.5	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	64.6	p	56.5	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	92.7	p	90.6	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	91.7	p	83.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	77.1	p	69.3	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	74.0	p	66.9	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	90.6	p	77.9	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	64.6	p	60.5	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	59.4	p	54.1	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	56.3	p	47.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	89.5	s	90.5	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	100.0	p	95.9	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	91.6	p	85.7	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	59.0	p	53.1	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	61.1	p	57.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	85.3	p	79.6	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	80.0	p	75.6	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	84.2	p	73.1	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	81.1	p	74.7	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	30.5	p	28.5	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

#307 - Mobile Central High, Mobile

Grades: 7-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=12]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	41.7	s	61.5	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	50.0	s	56.5	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	100.0	p	90.6	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	83.3	p	83.1	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)	83.3	p	69.3	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	83.3	p	66.9	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	83.3	p	77.9	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	75.0	p	60.5	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	50.0	s	54.1	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	33.3	s	47.5	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	100.0	p	90.5	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	83.3	s	95.9	s	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	100.0	p	85.7	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	75.0	p	53.1	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	41.7	s	57.6	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	83.3	p	79.6	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	100.0	p	75.6	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	75.0	p	73.1	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	100.0	p	74.7	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	33.3	p	28.5	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

#310 - Mount Pearl Intermediate, Mount Pearl

Grades: 5-9

Item	Cognitive Level - Outcome (*item parameter*)	School [N=105]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	55.2	s	61.5	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	56.2	s	56.5	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	84.8	s	90.6	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	83.8	p	83.1	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)	76.2	p	69.3	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	68.6	p	66.9	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	70.5	s	77.9	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	56.2	s	60.5	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	53.3	s	54.1	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	47.6	p	47.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	90.3	s	90.5	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	96.1	p	95.9	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	87.4	p	85.7	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	56.3	p	53.1	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	46.6	s	57.6	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	77.7	s	79.6	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	80.6	p	75.6	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	67.0	s	73.1	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	77.7	p	74.7	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	27.2	s	28.5	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

#315 - St. Peter's Junior High, Mount Pearl — Grades: 7-9

Item	Cognitive Level - Outcome (*item parameter*)	School [N=120]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	55.9	s	61.5	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	55.9	s	56.5	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	95.8	p	90.6	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	82.2	s	83.1	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)	67.0	s	69.3	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	69.5	p	66.9	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	78.8	p	77.9	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	67.8	p	60.5	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	59.3	p	54.1	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	52.5	p	47.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	94.0	p	90.5	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	98.3	p	95.9	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	88.0	p	85.7	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	53.9	p	53.1	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	59.8	p	57.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	82.1	p	79.6	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	88.0	p	75.6	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	80.3	p	73.1	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	77.8	p	74.7	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	27.4	s	28.5	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

#324 - Beaconsfield Junior High, St. John's

Grades: 7-9

Item	Cognitive Level - Outcome (*item parameter*)	School [N=64]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	77.4	p	61.5	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	71.0	p	56.5	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	93.6	p	90.6	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	77.4	s	83.1	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)	71.0	p	69.3	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	59.7	s	66.9	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)	71.0	s	77.9	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	48.4	s	60.5	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	38.7	s	54.1	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	38.7	s	47.5	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	96.7	p	90.5	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	96.7	p	95.9	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	86.7	p	85.7	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	50.0	s	53.1	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	60.0	p	57.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	81.7	p	79.6	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	63.3	s	75.6	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	66.7	s	73.1	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	65.0	s	74.7	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	21.7	s	28.5	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

#330 - Brother Rice Junior High, St. John's

Grades: 7-9

Item	Cognitive Level - Outcome (*item parameter*)	School [N=38]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	36.8	s	61.5	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	63.2	p	56.5	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	84.2	s	90.6	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	86.8	p	83.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	73.7	p	69.3	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	79.0	p	66.9	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	84.2	p	77.9	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	39.5	s	60.5	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	44.7	s	54.1	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	52.6	p	47.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	84.2	s	90.5	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	94.7	s	95.9	s	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	79.0	s	85.7	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	52.6	s	53.1	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	50.0	s	57.6	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	79.0	s	79.6	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	79.0	p	75.6	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	71.1	s	73.1	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	68.4	s	74.7	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	31.6	p	28.5	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

#335 - Leary's Brook Junior High, St. John's

Grades: 7-9

Item	Cognitive Level - Outcome (*item parameter*)	School [N=77]	School Below District	School Above District	District [N=1,487]	School Below Province	School Above Province	Province [N=2,590]
Poetic								
1.	Analysis - Analyze form (*form of poetry*)	52.6	s		61.5	s		64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	48.7	s		56.5	s		53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	90.8		p	90.6		p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	81.6	s		83.1	s		83.8
5.	Application - Use strategies to construct meaning (*mood*)	68.4	s		69.3		p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	63.2	s		66.9	s		68.5
7.	Application - Use strategies to construct meaning (*personification*)	72.4	s		77.9	s		77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	56.6	s		60.5	s		58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	55.3		p	54.1		p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	40.8	s		47.5	s		46.3
Informational								
11.	Analysis - Analyze content of text (*purpose of text*)	88.2	s		90.5	s		89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	94.7	s		95.9	s		95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	89.5		p	85.7		p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	46.1	s		53.1	s		52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	57.9		p	57.6	s		59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	73.7	s		79.6	s		79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	75.0	s		75.6		p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	65.8	s		73.1	s		73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	77.6		p	74.7		p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	48.7		p	28.5		p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

#341 - I.J. Samson Junior High, St. John's Grades: 7-9

Item	Cognitive Level - Outcome (*item parameter*)	School [N=54]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	60.4	s	61.5	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	56.6	p	56.5	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	94.3	p	90.6	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	81.1	s	83.1	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)	71.7	p	69.3	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	71.7	p	66.9	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	81.1	p	77.9	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	64.2	p	60.5	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	73.6	p	54.1	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	54.7	p	47.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	86.8	s	90.5	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	98.1	p	95.9	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	81.1	s	85.7	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	58.5	p	53.1	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	62.3	p	57.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	81.1	p	79.6	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	84.9	p	75.6	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	73.6	p	73.1	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	77.4	p	74.7	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	30.2	p	28.5	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

#343 - MacDonald Drive Junior High, St. John's

Grades: 7-9

Item	Cognitive Level - Outcome (*item parameter*)	School [N=100]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	46.8	s	61.5	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	62.8	p	56.5	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	98.9	p	90.6	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	80.9	s	83.1	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)	60.6	s	69.3	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	58.5	s	66.9	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)	81.9	p	77.9	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	71.3	p	60.5	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	63.8	p	54.1	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	58.5	p	47.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	93.7	p	90.5	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	99.0	p	95.9	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	87.4	p	85.7	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	50.5	s	53.1	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	59.0	p	57.6	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	86.3	p	79.6	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	85.3	p	75.6	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	75.8	p	73.1	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	84.2	p	74.7	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	37.9	p	28.5	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

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

Grades: K-9

Item	Cognitive Level - Outcome (*item parameter*)	School [N=8]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	37.5	s	61.5	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	12.5	s	56.5	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	100.0	p	90.6	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	87.5	p	83.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	62.5	s	69.3	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	50.0	s	66.9	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)	37.5	s	77.9	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	37.5	s	60.5	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	25.0	s	54.1	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	25.0	s	47.5	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	75.0	s	90.5	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	100.0	p	95.9	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	75.0	s	85.7	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	25.0	s	53.1	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	25.0	s	57.6	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	75.0	s	79.6	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	87.5	p	75.6	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	62.5	s	73.1	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	75.0	p	74.7	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	0.0	s	28.5	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

#353 - St. Kevin's Junior High, St. John's (Goulds) Grades: 7-9

Item	Cognitive Level - Outcome (*item parameter*)	School [N=39]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	79.5	p	61.5	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	53.9	s	56.5	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	92.3	p	90.6	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	87.2	p	83.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	69.2	s	69.3	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	64.1	s	66.9	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)	94.9	p	77.9	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	66.7	p	60.5	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	56.4	p	54.1	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	48.7	p	47.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	97.4	p	90.5	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	97.4	p	95.9	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	89.7	p	85.7	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	56.4	p	53.1	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	76.9	p	57.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	82.1	p	79.6	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	84.6	p	75.6	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	79.5	p	73.1	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	76.9	p	74.7	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	38.5	p	28.5	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

#359 - St. Paul's Junior High, St. John's

Grades: 7-9

Item	Cognitive Level - Outcome (*item parameter*)	School [N=71]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	64.8	p	61.5	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	47.9	s	56.5	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	88.7	s	90.6	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	88.7	p	83.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	62.0	s	69.3	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	59.2	s	66.9	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)	76.1	s	77.9	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	62.0	p	60.5	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	63.4	p	54.1	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	59.2	p	47.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	90.1	s	90.5	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	95.8	s	95.9	s	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	83.1	s	85.7	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	49.3	s	53.1	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	54.9	s	57.6	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	85.9	p	79.6	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	76.1	p	75.6	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	76.1	p	73.1	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	76.1	p	74.7	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	21.1	s	28.5	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

#368 - Holy Trinity High, Torbay

Grades: 7-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=62]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	50.0	s	61.5	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	56.5	s	56.5	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	91.9	p	90.6	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	74.2	s	83.1	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)	72.6	p	69.3	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	67.7	p	66.9	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)	74.2	s	77.9	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	64.5	p	60.5	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	53.2	s	54.1	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	50.0	p	47.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	86.9	s	90.5	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	95.1	s	95.9	s	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	95.1	p	85.7	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	57.4	p	53.1	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	63.9	p	57.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	72.1	s	79.6	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	77.1	p	75.6	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	57.4	s	73.1	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	77.1	p	74.7	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	16.4	s	28.5	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

#370 - Stella Maris Academy, Trepassey

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=2]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	s	61.5	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		s	56.5	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		p	90.6	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		p	83.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)		s	69.3	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	66.9	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)		p	77.9	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		s	60.5	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		p	54.1	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		p	47.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		p	90.5	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	95.9	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		p	85.7	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		p	53.1	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		p	57.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		p	79.6	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		p	75.6	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		s	73.1	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		p	74.7	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	28.5	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

#427 - Holy Name of Mary Academy, Lawn

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=3]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	p	61.5	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		p	56.5	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		p	90.6	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		s	83.1	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)		s	69.3	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	66.9	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)		p	77.9	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		p	60.5	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		p	54.1	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		p	47.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		p	90.5	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	95.9	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		p	85.7	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		p	53.1	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		p	57.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		p	79.6	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		s	75.6	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		p	73.1	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		s	74.7	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	28.5	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

#430 - St. Mark's School, King's Cove

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=4]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	p	61.5	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		s	56.5	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		p	90.6	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		s	83.1	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)		p	69.3	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	66.9	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)		s	77.9	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		s	60.5	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		s	54.1	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		p	47.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		s	90.5	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	95.9	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		s	85.7	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		s	53.1	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		s	57.6	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		s	79.6	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		s	75.6	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		s	73.1	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		p	74.7	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	28.5	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=2]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	s	61.5	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		s	56.5	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		s	90.6	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		p	83.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)		s	69.3	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	66.9	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)		p	77.9	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		s	60.5	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		p	54.1	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		p	47.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		p	90.5	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		s	95.9	s	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		p	85.7	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		s	53.1	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		p	57.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		p	79.6	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		p	75.6	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		p	73.1	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		p	74.7	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	28.5	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

#442 - Persalvic Elementary, Victoria

Grades: K-9

Item	Cognitive Level - Outcome (*item parameter*)	School [N=21]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	14.3	s	61.5	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	33.3	s	56.5	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	76.2	s	90.6	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	71.4	s	83.1	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)	66.7	s	69.3	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	47.6	s	66.9	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)	71.4	s	77.9	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	61.9	p	60.5	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	52.4	s	54.1	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	47.6	p	47.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	76.2	s	90.5	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	100.0	p	95.9	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	90.5	p	85.7	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	33.3	s	53.1	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	57.1	s	57.6	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	57.1	s	79.6	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	66.7	s	75.6	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	57.1	s	73.1	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	66.7	s	74.7	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	38.1	p	28.5	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

#447 - Baltimore School Complex, Ferryland

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=7]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	85.7	p	61.5	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	14.3	s	56.5	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	100.0	p	90.6	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	85.7	p	83.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	57.1	s	69.3	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	42.9	s	66.9	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)	85.7	p	77.9	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	71.4	p	60.5	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	42.9	s	54.1	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	14.3	s	47.5	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	71.4	s	90.5	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	85.7	s	95.9	s	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	100.0	p	85.7	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	28.6	s	53.1	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	42.9	s	57.6	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	85.7	p	79.6	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	85.7	p	75.6	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	85.7	p	73.1	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	100.0	p	74.7	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	28.6	p	28.5	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

#464 - Crescent Collegiate, Blaketown

Grades: 7-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=34]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	85.3	p	61.5	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	38.2	s	56.5	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	91.2	p	90.6	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	79.4	s	83.1	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)	61.8	s	69.3	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	76.5	p	66.9	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	58.8	s	77.9	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	41.2	s	60.5	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	29.4	s	54.1	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	29.4	s	47.5	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	97.1	p	90.5	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	91.2	s	95.9	s	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	82.4	s	85.7	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	52.9	s	53.1	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	47.1	s	57.6	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	67.7	s	79.6	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	50.0	s	75.6	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	61.8	s	73.1	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	67.7	s	74.7	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	5.9	s	28.5	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

#465 - Holy Cross Junior High, St. John's

Grades: 7-9

Item	Cognitive Level - Outcome (*item parameter*)	School [N=28]	School Below District	School Above District	District [N=1,487]	School Below Province	School Above Province	Province [N=2,590]
Poetic								
1.	Analysis - Analyze form (*form of poetry*)	53.9	s		61.5	s		64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	50.0	s		56.5	s		53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	88.5	s		90.6		p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	69.2	s		83.1	s		83.8
5.	Application - Use strategies to construct meaning (*mood*)	53.9	s		69.3	s		67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	73.1		p	66.9		p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	76.9	s		77.9	s		77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	69.2		p	60.5		p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	42.3	s		54.1	s		53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	30.8	s		47.5	s		46.3
Informational								
11.	Analysis - Analyze content of text (*purpose of text*)	76.9	s		90.5	s		89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	88.5	s		95.9	s		95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	76.9	s		85.7	s		85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	42.3	s		53.1	s		52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	53.9	s		57.6	s		59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	65.4	s		79.6	s		79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	42.3	s		75.6	s		74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	46.2	s		73.1	s		73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	61.5	s		74.7	s		74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	30.8		p	28.5		p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

#471 - Heritage Collegiate, Lethbridge

Grades: 7-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=23]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	95.7	p	61.5	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	52.2	s	56.5	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	100.0	p	90.6	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	100.0	p	83.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	52.2	s	69.3	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	69.6	p	66.9	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	82.6	p	77.9	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	56.5	s	60.5	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	34.8	s	54.1	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	34.8	s	47.5	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	91.3	p	90.5	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	100.0	p	95.9	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	87.0	p	85.7	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	56.5	p	53.1	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	69.6	p	57.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	69.6	s	79.6	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	73.9	s	75.6	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	91.3	p	73.1	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	78.3	p	74.7	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	13.0	s	28.5	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

#476 - Baccalieu Collegiate, Old Perlican — Grades: 7-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=10]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	90.0	p	61.5	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	60.0	p	56.5	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	90.0	s	90.6	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	80.0	s	83.1	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)	100.0	p	69.3	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	50.0	s	66.9	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)	80.0	p	77.9	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	60.0	s	60.5	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	50.0	s	54.1	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	60.0	p	47.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	100.0	p	90.5	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	100.0	p	95.9	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	90.0	p	85.7	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	30.0	s	53.1	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	70.0	p	57.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	80.0	p	79.6	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	90.0	p	75.6	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	70.0	s	73.1	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	100.0	p	74.7	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	40.0	p	28.5	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 4 - Eastern

#924 - Tricentia Academy, Arnold's Cove

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=14]	School Below Above District	District [N=1,487]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	85.7	p	61.5	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	78.6	p	56.5	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	85.7	s	90.6	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	71.4	s	83.1	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)	71.4	p	69.3	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	64.3	s	66.9	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)	92.9	p	77.9	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	57.1	s	60.5	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	71.4	p	54.1	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	35.7	s	47.5	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	92.9	p	90.5	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	100.0	p	95.9	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	85.7	s	85.7	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	50.0	s	53.1	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	64.3	p	57.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	92.9	p	79.6	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	50.0	s	75.6	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	71.4	s	73.1	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	85.7	p	74.7	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	28.6	p	28.5	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 803 - Private

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=9]	School Below Above District	District [N=34]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	55.6	s	67.7	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	55.6	s	61.8	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	88.9	s	97.1	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	100.0	p	94.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	100.0	p	73.5	p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	44.4	s	50.0	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)	100.0	p	94.1	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	100.0	p	85.3	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	88.9	p	70.6	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	77.8	p	73.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	100.0	p	100.0	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	100.0	p	100.0	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	100.0	p	94.1	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	55.6	s	70.6	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	77.8	p	70.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	88.9	p	82.4	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	88.9	s	94.1	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	100.0	p	82.4	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	88.9	s	94.1	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	66.7	p	44.1	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 803 - Private

#450 - St. Bonaventure's College, St. John's

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=18]	School Below Above District	District [N=34]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	77.8	p	67.7	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	72.2	p	61.8	p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	100.0	p	97.1	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	94.4	p	94.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	66.7	s	73.5	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	38.9	s	50.0	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)	88.9	s	94.1	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	83.3	s	85.3	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	61.1	s	70.6	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	77.8	p	73.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	100.0	p	100.0	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	100.0	p	100.0	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	94.4	p	94.1	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	83.3	p	70.6	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	72.2	p	70.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	83.3	p	82.4	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	94.4	p	94.1	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	77.8	s	82.4	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	94.4	p	94.1	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	38.9	s	44.1	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 803 - Private

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=6]	School Below Above District	District [N=34]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	50.0	s	67.7	s	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	50.0	s	61.8	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	100.0	p	97.1	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	83.3	s	94.1	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)	66.7	s	73.5	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	83.3	p	50.0	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)	100.0	p	94.1	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	66.7	s	85.3	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	66.7	s	70.6	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	66.7	s	73.5	p	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	100.0	p	100.0	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	100.0	p	100.0	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	100.0	p	94.1	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	50.0	s	70.6	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	50.0	s	70.6	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	66.7	s	82.4	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	100.0	p	94.1	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	66.7	s	82.4	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	100.0	p	94.1	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	33.3	s	44.1	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 803 - Private

#469 - Immaculate Heart of Mary School, Corner Brook

Grades: K-9

Item	Cognitive Level - Outcome (*item parameter*)	School [N=1]	School Below Above District	District [N=34]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*	p	67.7	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)		s	61.8	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		p	97.1	p	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		p	94.1	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)		s	73.5	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)		p	50.0	p	68.5
7.	Application - Use strategies to construct meaning (*personification*)		p	94.1	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		p	85.3	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		p	70.6	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		s	73.5	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)		p	100.0	p	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)		p	100.0	p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)		s	94.1	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)		p	70.6	p	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		p	70.6	p	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)		p	82.4	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		p	94.1	p	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		p	82.4	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)		p	94.1	p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s	44.1	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 804 - Native Federal

#018 - Sheshatshiu Innu School, Sheshatshiu

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=6]	School Below Above District	District [N=7]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	83.3	p	71.4	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	33.3	p	28.6	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	33.3	s	71.4	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	50.0	s	85.7	s	83.8
5.	Application - Use strategies to construct meaning (*mood*)	66.7	p	28.6	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	50.0	p	42.9	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)	66.7	s	85.7	s	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	50.0	s	85.7	s	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	33.3	s	57.1	s	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	33.3	s	42.9	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	33.3	s	57.1	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	66.7	p	57.1	s	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	100.0	p	57.1	p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	50.0	p	28.6	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	50.0	p	28.6	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	83.3	p	71.4	p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	66.7	s	71.4	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	50.0	s	85.7	s	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	66.7	p	57.1	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	33.3	p	14.3	p	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 804 - Native Federal

#019 - Mushuau Innu Natuashish School, Natuashish

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=3]	School Below District	School Above District	District [N=7]	School Below Province	School Above Province	Province [N=2,590]
Poetic								
1.	Analysis - Analyze form (*form of poetry*)	*School data with 5 or fewer students withheld for reasons of confidentiality .*		p	71.4		p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)			p	28.6		p	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)		s		71.4	s		88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)		s		85.7	s		83.8
5.	Application - Use strategies to construct meaning (*mood*)			p	28.6		p	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)			p	42.9	s		68.5
7.	Application - Use strategies to construct meaning (*personification*)		s		85.7	s		77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)		s		85.7	s		58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)		s		57.1	s		53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)		s		42.9	s		46.3
Informational								
11.	Analysis - Analyze content of text (*purpose of text*)		s		57.1	s		89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)			p	57.1		p	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)			p	57.1		p	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)			p	28.6	s		52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)		s		28.6	s		59.1
16.	Comprehension - Analyze content of text (*understanding text information*)			p	71.4		p	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)		s		71.4	s		74.3
18.	Application - Use strategies to construct meaning (*alliteration*)		s		85.7	s		73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)			p	57.1		p	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)		s		14.3	s		26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2011
Female School Report - Multiple Choice

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

District 804 - Native Federal

#376 - Se't Anneway Kegnamogwom, Conne River

Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=7]	School Below Above District	District [N=7]	School Below Above Province	Province [N=2,590]
Poetic						
1.	Analysis - Analyze form (*form of poetry*)	71.4	p	71.4	p	64.3
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (*comparison*)	28.6	p	28.6	s	53.8
3.	Analysis - Use strategies to construct meaning (*imagery*)	71.4	p	71.4	s	88.5
4.	Analysis - Use strategies to construct meaning (*alliteration*)	85.7	p	85.7	p	83.8
5.	Application - Use strategies to construct meaning (*mood*)	28.6	p	28.6	s	67.8
6.	Inferential - Use cueing systems to construct meaning (*new vocab*)	42.9	p	42.9	s	68.5
7.	Application - Use strategies to construct meaning (*personification*)	85.7	p	85.7	p	77.6
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (*line meaning*)	85.7	p	85.7	p	58.6
9.	Inferential - Use cueing systems to construct meaning (*line meaning – contrast*)	57.1	p	57.1	p	53.6
10.	Synthesis - Analyze and evaluate content (*understanding phrase in new context*)	42.9	p	42.9	s	46.3
Informational						
11.	Analysis - Analyze content of text (*purpose of text*)	57.1	p	57.1	s	89.3
12.	Comprehension - Construct meaning in reading and viewing (*identify main idea*)	57.1	p	57.1	s	95.8
13.	Application - Use cueing systems to construct meaning (*applying a new term*)	57.1	p	57.1	s	85.8
14.	Application - Use strategies to construct meaning in reading (*applying examples to text meaning*)	28.6	p	28.6	s	52.8
15.	Application - Use strategies to construct meaning in viewing (*application of irony through visual*)	28.6	p	28.6	s	59.1
16.	Comprehension - Analyze content of text (*understanding text information*)	71.4	p	71.4	s	79.2
17.	Comprehension - Question reliability of information in text (*author's occupation*)	71.4	p	71.4	s	74.3
18.	Application - Use strategies to construct meaning (*alliteration*)	85.7	p	85.7	p	73.4
19.	Inferential - Use cueing systems to construct meaning (*understanding content*)	57.1	p	57.1	s	74.0
20.	Inferential - Use cueing systems to construct meaning (*new vocab*)	14.3	p	14.3	s	26.3

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

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

Source: Division of Evaluation and Research, Department of Education