

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

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

District 1 - Labrador

#002 - Henry Gordon Academy, Cartwright

Grades: K-12

School

District

Province

[N=2]

School
Below Above
District

[N=120]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=2]	School Below Above District	District [N=120]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	P	44.4	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		P	44.4	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		S	82.9	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		P	66.7	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)		S	70.9	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		S	62.4	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		S	72.7	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		P	47.0	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		S	48.7	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		S	42.7	S	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	P	83.3	P	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	P	93.9	P	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	P	88.6	P	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	S	57.9	S	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	P	50.0	P	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	S	77.2	S	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	S	76.3	S	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	S	64.0	S	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	S	70.2	S	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	S	34.2	S	40.3	

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

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

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

District 1 - Labrador

#007 - Amos Comenius Memorial School, Hopedale

Grades: K-12

School

District

Province

[N=3]

School
Below Above
District

[N=120]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=3]	School Below Above District	District [N=120]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	S	44.4	S	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		P	44.4	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		P	82.9	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		P	66.7	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)		S	70.9	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		S	62.4	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		P	72.7	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		S	47.0	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		S	48.7	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		P	42.7	P	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	S	83.3	S	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	S	93.9	S	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	S	88.6	S	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	S	57.9	S	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	P	50.0	S	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	S	77.2	S	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	P	76.3	P	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	S	64.0	S	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	S	70.2	S	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	S	34.2	S	40.3	

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

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

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

District 1 - Labrador

#010 - Menihek High School, Labrador City		Grades: 8-12	School [N=60]	School Below Above District	District [N=120]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	56.9		P	44.4	S	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	39.7	S		44.4	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	91.4		P	82.9	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	75.9		P	66.7	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	75.9		P	70.9	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	62.1	S		62.4	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	74.1		P	72.7	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	55.2		P	47.0	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	65.5		P	48.7	P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	48.3		P	42.7	P	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	96.4		P	83.3	P	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	96.4		P	93.9	P	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	91.1		P	88.6	P	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	60.7		P	57.9	P	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	44.6	S		50.0	S	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	80.4		P	77.2	P	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	76.8		P	76.3	P	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	75.0		P	64.0	P	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	78.6		P	70.2	P	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	46.4		P	34.2	P	40.3

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

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10/3/2011

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

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

District 1 - Labrador

#012 - J.C. Erhardt Memorial School, Makkovik

Grades: K-12

School

[N=4]

District

[N=120]

Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=4]	School Below Above District		School Below Above Province	
			[N=120]	[N=2,707]	[N=120]	[N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>		p	44.4	p 59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		p	44.4	p 51.1	
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		s	82.9	s 84.4	
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		s	66.7	s 75.6	
5.	Application - Use strategies to construct meaning (<i>mood</i>)		p	70.9	p 70.4	
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		p	62.4	p 63.0	
7.	Application - Use strategies to construct meaning (<i>personification</i>)		p	72.7	p 72.2	
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		s	47.0	s 58.8	
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		s	48.7	s 49.7	
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		p	42.7	p 46.1	
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	s	83.3	s 87.7		
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	p	93.9	p 94.3		
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	p	88.6	p 89.2		
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	p	57.9	p 55.5		
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	p	50.0	s 57.2		
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	s	77.2	s 77.9		
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	s	76.3	p 67.6		
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	s	64.0	s 68.1		
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	p	70.2	s 75.3		
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	s	34.2	s 40.3		

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

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10/3/2011

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

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

District 1 - Labrador

#014 - Jens Haven Memorial, Nain		Grades: K-12	School [N=4]	District [N=120]		Province [N=2,707]		
Item	Cognitive Level - Outcome (<i>item parameter</i>)			School Below District	Above	School Below Province	Above	
Poetic								
1.	Analysis - Analyze form (<i>form of poetry</i>)		<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>		P		S	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)			S		44.4	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)			S		82.9	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)			S		66.7	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)				P	70.9	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)				P	62.4	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)			S		72.7	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)			S		47.0	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)			S		48.7	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)				P	42.7	P	46.1
Informational								
11.	Analysis - Analyze content of text (<i>purpose of text</i>)		S		83.3	S	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)		S		93.9	S	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)		S		88.6	S	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)		S		57.9	S	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)			P	50.0	P	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)		S		77.2	S	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)		S		76.3	S	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)		S		64.0	S	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)		S		70.2	S	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		S		34.2	S	40.3	

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

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10/3/2011

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**Intermediate English
Provincial Assessment, June 2011
Male 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

School

District

Province

[N=3]

School
Below Above
District

[N=120]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=3]	School Below Above District	District [N=120]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	S	44.4	S	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		S	44.4	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		S	82.9	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		P	66.7	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)		S	70.9	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		S	62.4	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		S	72.7	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		S	47.0	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		S	48.7	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		S	42.7	S	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	S	83.3	S	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	S	93.9	S	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	P	88.6	P	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	S	57.9	S	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	S	50.0	S	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	S	77.2	S	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	P	76.3	P	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	P	64.0	P	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	P	70.2	P	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	S	34.2	S	40.3	

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

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10/3/2011

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**Intermediate English
Provincial Assessment, June 2011
Male 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

School

District

Province

[N=44]

School
Below Above
District

[N=120]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=44]	School Below Above District	District [N=120]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	27.3	s	44.4	s	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	50.0	p	44.4	s	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	81.8	s	82.9	s	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	56.8	s	66.7	s	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	65.9	s	70.9	s	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	61.4	s	62.4	s	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	75.0	p	72.7	p	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	43.2	s	47.0	s	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	36.4	s	48.7	s	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	36.4	s	42.7	s	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	72.7	s	83.3	s	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	95.5	p	93.9	p	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	88.6	p	88.6	s	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	61.4	p	57.9	p	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	54.6	p	50.0	s	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	77.3	p	77.2	s	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	77.3	p	76.3	p	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	52.3	s	64.0	s	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	63.6	s	70.2	s	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	27.3	s	34.2	s	40.3

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

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10/3/2011

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

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

District 2 - Western

#022 - William Gillett Academy, Charlottetown, LAB

Grades: K-12

School

[N=1]

District

[N=498]

Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

School
Below Above
District

School
Below Above
Province

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School Below Above District	District [N=498]	School Below Above Province	Province [N=2,707]	
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	P	69.8	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		S	51.5	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		S	86.3	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		S	78.3	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)		P	69.2	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		P	67.7	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		P	71.0	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		P	58.3	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		S	50.6	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		P	44.0	P	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	P	84.9	P	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	P	92.7	P	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	P	87.4	P	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	P	49.1	P	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	P	59.5	P	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	P	78.2	P	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	P	59.5	P	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	S	70.2	S	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	P	71.7	P	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	S	38.0	S	40.3	

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

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

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

District 2 - Western

#023 - Sacred Heart AG, Conche

Grades: K,2-4,6-9,11-

School

District

Province

[N=1]

School
Below Above
District

[N=498]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=1]	School Below Above District	District [N=498]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	P	69.8	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		P	51.5	P	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		P	86.3	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		P	78.3	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)		P	69.2	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		S	67.7	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		P	71.0	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		P	58.3	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		S	50.6	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		P	44.0	P	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	S	84.9	S	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	P	92.7	P	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	P	87.4	P	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	S	49.1	S	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	S	59.5	S	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	S	78.2	S	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	P	59.5	P	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	P	70.2	P	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	P	71.7	P	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	S	38.0	S	40.3	

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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

School

District

Province

[N=1]

School
Below Above
District

[N=498]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=1]	School Below Above District	District [N=498]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	S	69.8	S	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		S	51.5	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		P	86.3	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		P	78.3	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)		P	69.2	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		P	67.7	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		P	71.0	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		P	58.3	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		S	50.6	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		P	44.0	P	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	P	84.9	P	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	P	92.7	P	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	P	87.4	P	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	S	49.1	S	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	S	59.5	S	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	P	78.2	P	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	S	59.5	S	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	P	70.2	P	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	S	71.7	S	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	P	38.0	P	40.3	

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

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

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

District 2 - Western

#026 - H.G. Fillier Academy, Englee

Grades: K-9

School

District

Province

[N=1]

School
Below Above
District

[N=498]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=1]	School Below Above District	District [N=498]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	S	69.8	S	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		P	51.5	P	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		P	86.3	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		P	78.3	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)		P	69.2	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		S	67.7	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		S	71.0	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		S	58.3	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		S	50.6	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		S	44.0	S	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	S	84.9	S	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	S	92.7	S	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	P	87.4	P	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	S	49.1	S	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	P	59.5	P	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	S	78.2	S	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	S	59.5	S	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	S	70.2	S	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	S	71.7	S	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	S	38.0	S	40.3	

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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	School [N=4]	School Below Above District	District [N=498]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)		<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	s	69.8	s	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)			s	51.5	s	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)			s	86.3	s	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)			p	78.3	p	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)			p	69.2	p	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)			p	67.7	p	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)			p	71.0	p	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)			p	58.3	p	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)			p	50.6	p	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)			p	44.0	p	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)		p	84.9	p	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)		p	92.7	p	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)		p	87.4	p	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)		p	49.1	p	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)		s	59.5	s	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)		s	78.2	s	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)		s	59.5	s	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)		p	70.2	p	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)		p	71.7	s	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		s	38.0	s	40.3	

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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

School

[N=4]

District

[N=498]

Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

School
Below Above
District

School
Below Above
Province

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School Below Above District	District [N=498]	School Below Above Province	Province [N=2,707]	
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	s	69.8	s	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		p	51.5	p	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		p	86.3	p	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		s	78.3	s	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)		s	69.2	s	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		p	67.7	p	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		p	71.0	p	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		p	58.3	p	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		p	50.6	p	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		s	44.0	s	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	p	84.9	p	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	p	92.7	p	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	p	87.4	p	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	p	49.1	p	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	p	59.5	p	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	s	78.2	s	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	s	59.5	s	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	p	70.2	p	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	s	71.7	s	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	s	38.0	s	40.3	

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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

School

District

Province

[N=5]

School
Below Above
District

[N=498]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=5]	School Below Above District	District [N=498]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	P	69.8	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		S	51.5	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		S	86.3	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		P	78.3	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)		P	69.2	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		S	67.7	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		P	71.0	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		P	58.3	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		S	50.6	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		S	44.0	S	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	P	84.9	P	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	P	92.7	P	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	P	87.4	P	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	P	49.1	P	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	P	59.5	P	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	P	78.2	P	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	P	59.5	P	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	P	70.2	P	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	P	71.7	P	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	P	38.0	S	40.3	

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

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14

**Intermediate English
Provincial Assessment, June 2011
Male 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

School

District

Province

Item Cognitive Level - Outcome (*item parameter*)

[N=2]

School
Below Above
District

[N=498]

School
Below Above
Province

[N=2,707]

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School Below Above District	District [N=498]	School Below Above Province	Province [N=2,707]	
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	S	69.8	S	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		S	51.5	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		S	86.3	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		S	78.3	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)		P	69.2	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		S	67.7	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		S	71.0	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		S	58.3	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		S	50.6	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		P	44.0	P	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	P	84.9	P	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	P	92.7	P	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	S	87.4	S	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	P	49.1	S	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	S	59.5	S	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	P	78.2	P	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	S	59.5	S	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	S	70.2	S	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	S	71.7	S	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	P	38.0	P	40.3	

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

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15

**Intermediate English
Provincial Assessment, June 2011
Male 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

School

District

Province

[N=2]

School
Below Above
District

[N=498]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=2]	School Below Above District	District [N=498]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	s	69.8	s	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		s	51.5	s	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		p	86.3	p	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		s	78.3	s	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)		s	69.2	s	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		p	67.7	p	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		s	71.0	s	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		s	58.3	s	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		s	50.6	s	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		p	44.0	p	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	p	84.9	p	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	p	92.7	p	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	s	87.4	s	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	p	49.1	p	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	s	59.5	s	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	p	78.2	p	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	s	59.5	s	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	s	70.2	s	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	s	71.7	s	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	s	38.0	s	40.3	

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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

School

District

Province

[N=2]

School
Below Above
District

[N=498]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=2]	School Below Above District	District [N=498]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	P	69.8	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		S	51.5	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		P	86.3	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		P	78.3	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)		S	69.2	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		S	67.7	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		P	71.0	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		S	58.3	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		P	50.6	P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		P	44.0	P	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	P	84.9	P	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	S	92.7	S	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	P	87.4	P	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	P	49.1	P	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	S	59.5	S	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	P	78.2	P	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	S	59.5	S	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	P	70.2	P	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	P	71.7	P	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	S	38.0	S	40.3	

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

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

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

District 2 - Western

#052 - Harriot Curtis Collegiate, St. Anthony		Grades: 8-12	School [N=15]	School Below Above District	District [N=498]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	100.0		P	69.8	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	26.7		S	51.5	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	100.0		P	86.3	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	93.3		P	78.3	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	73.3		P	69.2	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	80.0		P	67.7	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	86.7		P	71.0	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	80.0		P	58.3	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	60.0		P	50.6	P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	46.7		P	44.0	P	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	93.3		P	84.9	P	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	93.3		P	92.7	S	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	80.0		S	87.4	S	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	60.0		P	49.1	P	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	80.0		P	59.5	P	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	86.7		P	78.2	P	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	73.3		P	59.5	P	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	93.3		P	70.2	P	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	60.0		S	71.7	S	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	33.3		S	38.0	S	40.3

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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

School

District

Province

[N=2]

School
Below Above
District

[N=498]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=2]	School Below Above District	District [N=498]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	P	69.8	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		S	51.5	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		P	86.3	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		P	78.3	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)		P	69.2	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		P	67.7	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		P	71.0	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		S	58.3	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		P	50.6	P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		P	44.0	P	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	P	84.9	P	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	P	92.7	P	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	P	87.4	P	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	S	49.1	S	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	P	59.5	P	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	P	78.2	P	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	P	59.5	P	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	P	70.2	P	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	S	71.7	S	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	P	38.0	P	40.3	

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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	School [N=6]	School Below Above District	District [N=498]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	100.0		P	69.8	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	66.7		P	51.5	P	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	33.3	S		86.3	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	66.7	S		78.3	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	100.0		P	69.2	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	66.7	S		67.7	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	16.7	S		71.0	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	66.7		P	58.3	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	33.3	S		50.6	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	33.3	S		44.0	S	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	83.3	S		84.9	S	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	66.7	S		92.7	S	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	66.7	S		87.4	S	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	50.0		P	49.1	S	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	33.3	S		59.5	S	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	83.3		P	78.2	P	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	50.0	S		59.5	S	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	33.3	S		70.2	S	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	66.7	S		71.7	S	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	0.0	S		38.0	S	40.3

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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	School [N=63]	School Below Above District	District [N=498]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	82.3		P	69.8	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	59.7		P	51.5	P	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	90.3		P	86.3	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	87.1		P	78.3	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	69.4		P	69.2	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	69.4		P	67.7	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	80.7		P	71.0	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	64.5		P	58.3	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	59.7		P	50.6	P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	38.7		S	44.0	S	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	91.9		P	84.9	P	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	95.2		P	92.7	P	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	90.3		P	87.4	P	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	45.2		S	49.1	S	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	51.6		S	59.5	S	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	72.6		S	78.2	S	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	64.5		P	59.5	S	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	82.3		P	70.2	P	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	77.4		P	71.7	P	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	46.8		P	38.0	P	40.3

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

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

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

District 2 - Western

#067 - Presentation Junior High, Corner Brook		Grades: 7-9	School [N=75]	School Below Above District	District [N=498]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	48.7	s		69.8	s	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	60.8		p	51.5		p
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	91.9		p	86.3		p
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	78.4		p	78.3		p
5.	Application - Use strategies to construct meaning (<i>mood</i>)	59.5	s		69.2	s	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	68.9		p	67.7		p
7.	Application - Use strategies to construct meaning (<i>personification</i>)	68.9	s		71.0	s	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	56.8	s		58.3	s	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	58.1		p	50.6		p
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	48.7		p	44.0		p
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	93.2		p	84.9		p
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	89.2	s		92.7	s	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	91.9		p	87.4		p
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	43.2	s		49.1	s	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	70.3		p	59.5		p
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	77.0	s		78.2	s	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	71.6		p	59.5		p
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	66.2	s		70.2	s	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	82.4		p	71.7		p
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	48.7		p	38.0		p

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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

School

[N=1]

District

[N=498]

Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

School
Below Above
District

School
Below Above
Province

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School Below Above District	District [N=498]	School Below Above Province	Province [N=2,707]	
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	P	69.8	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		S	51.5	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		P	86.3	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		P	78.3	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)		P	69.2	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		P	67.7	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		P	71.0	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		P	58.3	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		P	50.6	P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		P	44.0	P	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	P	84.9	P	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	P	92.7	P	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	P	87.4	P	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	P	49.1	P	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	P	59.5	P	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	P	78.2	P	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	P	59.5	P	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	P	70.2	P	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	P	71.7	P	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	P	38.0	P	40.3	

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

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

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

District 2 - Western

#075 - Hampden Academy, Hampden

Grades: K-12

School

District

Province

[N=5]

School
Below Above
District

[N=498]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=5]	School Below Above District	District [N=498]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	S	69.8	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		S	51.5	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		P	86.3	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		P	78.3	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)		P	69.2	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		P	67.7	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		P	71.0	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		P	58.3	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		P	50.6	P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		S	44.0	S	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	S	84.9	S	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	P	92.7	P	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	P	87.4	P	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	P	49.1	P	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	P	59.5	P	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	P	78.2	P	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	P	59.5	S	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	P	70.2	P	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	P	71.7	P	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	S	38.0	S	40.3	

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

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Intermediate English
Provincial Assessment, June 2011
Male 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

School

District

Province

[N=5]

School
Below Above
District

[N=498]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=5]	School Below Above District	District [N=498]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	S	69.8	S	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		S	51.5	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		S	86.3	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		S	78.3	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)		S	69.2	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		S	67.7	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		S	71.0	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		P	58.3	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		S	50.6	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		S	44.0	S	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	S	84.9	S	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	S	92.7	S	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	P	87.4	P	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	S	49.1	S	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	P	59.5	P	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	S	78.2	S	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	S	59.5	S	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	S	70.2	S	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	S	71.7	S	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	S	38.0	S	40.3	

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

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

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

District 2 - Western

#080 - Templeton Academy, Meadows		Grades: K-12	School [N=17]	School Below Above District	District [N=498]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	66.7	S		69.8	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	53.3		P	51.5	P	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	80.0	S		86.3	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	80.0		P	78.3	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	66.7	S		69.2	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	60.0	S		67.7	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	66.7	S		71.0	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	73.3		P	58.3	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	60.0		P	50.6	P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	60.0		P	44.0	P	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	80.0	S		84.9	S	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	93.3		P	92.7	S	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	80.0	S		87.4	S	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	33.3	S		49.1	S	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	53.3	S		59.5	S	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	86.7		P	78.2	P	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	66.7		P	59.5	S	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	60.0	S		70.2	S	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	80.0		P	71.7	P	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	53.3		P	38.0	P	40.3

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

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

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

District 2 - Western

#083 - Pasadena Academy, Pasadena		Grades: 7-12	School [N=29]	School Below Above District	District [N=498]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	72.4		P	69.8	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	55.2		P	51.5	P	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	93.1		P	86.3	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	79.3		P	78.3	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	86.2		P	69.2	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	75.9		P	67.7	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	58.6		S	71.0	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	72.4		P	58.3	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	55.2		P	50.6	P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	51.7		P	44.0	P	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	75.9		S	84.9	S	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	93.1		P	92.7	S	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	89.7		P	87.4	P	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	44.8		S	49.1	S	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	65.5		P	59.5	P	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	72.4		S	78.2	S	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	55.2		S	59.5	S	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	75.9		P	70.2	P	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	65.5		S	71.7	S	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	34.5		S	38.0	S	40.3

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

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

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

District 2 - Western

#086 - Gros Morne Academy, Rocky Harbour		Grades: K-12	School [N=14]	School Below Above District	District [N=498]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	64.3	S		69.8	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	64.3		P	51.5	P	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	71.4	S		86.3	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	78.6		P	78.3	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	64.3	S		69.2	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	64.3	S		67.7	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	50.0	S		71.0	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	50.0	S		58.3	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	28.6	S		50.6	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	35.7	S		44.0	S	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	92.9		P	84.9	P	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	92.9		P	92.7	S	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	92.9		P	87.4	P	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	64.3		P	49.1	P	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	50.0	S		59.5	S	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	71.4	S		78.2	S	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	57.1	S		59.5	S	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	57.1	S		70.2	S	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	71.4	S		71.7	S	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	21.4	S		38.0	S	40.3

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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

School

District

Province

[N=2]

School
Below Above
District

[N=498]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=2]	School Below Above District	District [N=498]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	s	69.8	s	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		p	51.5	p	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		p	86.3	p	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		p	78.3	p	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)		p	69.2	p	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		p	67.7	p	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		p	71.0	p	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		s	58.3	s	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		p	50.6	p	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		p	44.0	p	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	s	84.9	s	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	p	92.7	p	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	s	87.4	s	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	s	49.1	s	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	p	59.5	p	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	s	78.2	s	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	s	59.5	s	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	p	70.2	p	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	s	71.7	s	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	s	38.0	s	40.3	

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

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

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

District 2 - Western

#089 - Jakeman All Grade, Trout River

Grades: K-12

School

District

Province

[N=2]

School
Below Above
District

[N=498]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=2]	School Below Above District	District [N=498]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	S	69.8	S	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		P	51.5	P	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		P	86.3	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		S	78.3	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)		S	69.2	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		P	67.7	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		P	71.0	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		P	58.3	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		S	50.6	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		P	44.0	P	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	P	84.9	P	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	P	92.7	P	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	P	87.4	P	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	P	49.1	P	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	S	59.5	S	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	P	78.2	P	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	P	59.5	P	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	P	70.2	P	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	P	71.7	P	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	P	38.0	P	40.3	

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

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

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

District 2 - Western

#091 - Burgeo Academy, Burgeo		Grades: K-12	School [N=8]	School Below Above District	District [N=498]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	75.0		P	69.8	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	50.0	S		51.5	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	87.5		P	86.3	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	87.5		P	78.3	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	75.0		P	69.2	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	100.0		P	67.7	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	87.5		P	71.0	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	50.0	S		58.3	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	37.5	S		50.6	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	37.5	S		44.0	S	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	100.0		P	84.9	P	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		P	92.7	P	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	100.0		P	87.4	P	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	50.0		P	49.1	S	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	62.5		P	59.5	P	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	75.0	S		78.2	S	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	87.5		P	59.5	P	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	87.5		P	70.2	P	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	87.5		P	71.7	P	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	37.5	S		38.0	S	40.3

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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

School

District

Province

[N=5]

School
Below Above
District

[N=498]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=5]	School Below Above District	District [N=498]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	s	69.8	p	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		s	51.5	s	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		p	86.3	p	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		p	78.3	p	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)		s	69.2	s	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		p	67.7	p	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		p	71.0	p	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		p	58.3	p	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		p	50.6	p	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		s	44.0	s	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	p	84.9	p	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	p	92.7	p	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	p	87.4	p	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	p	49.1	p	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	p	59.5	p	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	p	78.2	p	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	p	59.5	p	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	s	70.2	s	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	p	71.7	p	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	p	38.0	s	40.3	

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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 (<i>item parameter</i>)	School	School		District	School		Province
		[N=27]	Below	Above	[N=498]	Below	Above	[N=2,707]
			District	District		Province	Province	
Poetic								
1.	Analysis - Analyze form (<i>form of poetry</i>)	63.0	S		69.8	P		59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	40.7	S		51.5	S		51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	74.1	S		86.3	S		84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	81.5		P	78.3		P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	66.7	S		69.2	S		70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	55.6	S		67.7	S		63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	70.4	S		71.0	S		72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	48.2	S		58.3	S		58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	37.0	S		50.6	S		49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	40.7	S		44.0	S		46.1
Informational								
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	74.1	S		84.9	S		87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	81.5	S		92.7	S		94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	85.2	S		87.4	S		89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	37.0	S		49.1	S		55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	51.9	S		59.5	S		57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	63.0	S		78.2	S		77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	40.7	S		59.5	S		67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	66.7	S		70.2	S		68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	66.7	S		71.7	S		75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	37.0	S		38.0	S		40.3

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

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

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

District 2 - Western

#103 - LeGallais Memorial, Isle aux Morts		Grades: K-9	School [N=2]	School Below Above District	District [N=498]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)		<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	P	69.8	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)			P	51.5	P	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)			P	86.3	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)			S	78.3	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)			P	69.2	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)			P	67.7	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)			S	71.0	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)			S	58.3	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)			S	50.6	P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)			P	44.0	P	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)		S	84.9	S	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)		P	92.7	P	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)		P	87.4	P	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)		P	49.1	S	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)		S	59.5	S	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)		S	78.2	S	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)		P	59.5	P	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)		S	70.2	S	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)		P	71.7	P	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		P	38.0	P	40.3	

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

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

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

District 2 - Western

#110 - Piccadilly Central High, Piccadilly		Grades: 9-12	School [N=15]	School Below Above District	District [N=498]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	61.5	S	69.8	P	59.6	
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	30.8	S	51.5	S	51.1	
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	92.3	P	86.3	P	84.4	
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	76.9	S	78.3	P	75.6	
5.	Application - Use strategies to construct meaning (<i>mood</i>)	46.2	S	69.2	S	70.4	
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	53.9	S	67.7	S	63.0	
7.	Application - Use strategies to construct meaning (<i>personification</i>)	69.2	S	71.0	S	72.2	
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	53.9	S	58.3	S	58.8	
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	38.5	S	50.6	S	49.7	
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	38.5	S	44.0	S	46.1	
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	69.2	S	84.9	S	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	84.6	S	92.7	S	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	69.2	S	87.4	S	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	23.1	S	49.1	S	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	38.5	S	59.5	S	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	84.6	P	78.2	P	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	46.2	S	59.5	S	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	76.9	P	70.2	P	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	46.2	S	71.7	S	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	15.4	S	38.0	S	40.3	

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

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

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

District 2 - Western

#113 - St. Boniface All Grade, Ramea		Grades: K-11	School [N=2]	School Below Above District	District [N=498]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)		<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	P	69.8	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)			P	51.5	P	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)			P	86.3	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)			P	78.3	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)			P	69.2	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)			S	67.7	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)			P	71.0	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)			S	58.3	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)			S	50.6	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)			P	44.0	P	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)		P	84.9	P	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)		P	92.7	P	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)		P	87.4	P	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)		P	49.1	S	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)		S	59.5	S	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)		S	78.2	S	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)		S	59.5	S	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)		P	70.2	P	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)		S	71.7	S	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		S	38.0	S	40.3	

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

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Intermediate English
Provincial Assessment, June 2011
Male 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	School [N=17]	School Below Above District	District [N=498]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	43.8	S		69.8	S	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	37.5	S		51.5	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	62.5	S		86.3	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	62.5	S		78.3	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	62.5	S		69.2	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	56.3	S		67.7	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	43.8	S		71.0	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	50.0	S		58.3	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	31.3	S		50.6	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	62.5	P		44.0	P	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	92.9	P		84.9	P	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0	P		92.7	P	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	78.6	S		87.4	S	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	57.1	P		49.1	P	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	57.1	S		59.5	S	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	92.9	P		78.2	P	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	42.9	S		59.5	S	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	28.6	S		70.2	S	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	78.6	P		71.7	P	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	57.1	P		38.0	P	40.3

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

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

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

District 2 - Western

#119 - Stephenville High, Stephenville		Grades: 9-12	School [N=46]	School Below Above District	District [N=498]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	75.0		P	69.8	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	67.5		P	51.5	P	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	92.5		P	86.3	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	85.0		P	78.3	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	77.5		P	69.2	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	55.0		S	67.7	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	85.0		P	71.0	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	42.5		S	58.3	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	40.0		S	50.6	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	42.5		S	44.0	S	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	85.0		P	84.9	S	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		P	92.7	P	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	95.0		P	87.4	P	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	65.0		P	49.1	P	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	72.5		P	59.5	P	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	87.5		P	78.2	P	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	65.0		P	59.5	S	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	82.5		P	70.2	P	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	80.0		P	71.7	P	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	50.0		P	38.0	P	40.3

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

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

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

District 2 - Western

#137 - St. Simon and St. Jude Academy, Francois

Grades: 2,4-9,11-12

School

District

Province

[N=3]

School
Below Above
District

[N=498]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=3]	School Below Above District	District [N=498]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	P	69.8	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		P	51.5	P	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		P	86.3	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		P	78.3	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)		P	69.2	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		S	67.7	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		S	71.0	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		P	58.3	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		P	50.6	P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		S	44.0	S	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	P	84.9	P	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	S	92.7	S	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	S	87.4	S	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	S	49.1	S	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	P	59.5	P	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	P	78.2	P	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	P	59.5	S	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	S	70.2	S	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	S	71.7	S	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	P	38.0	P	40.3	

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

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

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

District 2 - Western

#387 - Bayview Regional Collegiate, St. Lunaire		Grades: 7-12	School	District	Province
			[N=6]	[N=498]	[N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)		School Below Above District	School Below Above Province	
Poetic					
1.	Analysis - Analyze form (<i>form of poetry</i>)	100.0	p	69.8	p
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	50.0	s	51.5	s
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	100.0	p	86.3	p
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	83.3	p	78.3	p
5.	Application - Use strategies to construct meaning (<i>mood</i>)	66.7	s	69.2	s
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	100.0	p	67.7	p
7.	Application - Use strategies to construct meaning (<i>personification</i>)	83.3	p	71.0	p
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	50.0	s	58.3	s
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	33.3	s	50.6	s
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	33.3	s	44.0	s
Informational					
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	83.3	s	84.9	s
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	83.3	s	92.7	s
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	66.7	s	87.4	s
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	83.3	p	49.1	p
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	66.7	p	59.5	p
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	66.7	s	78.2	s
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	100.0	p	59.5	p
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	83.3	p	70.2	p
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	100.0	p	71.7	p
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	50.0	p	38.0	p

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

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

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

District 2 - Western

#388 - Long Range Academy, Cow Head		Grades: K-12	School [N=7]	School Below Above District	District [N=498]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	100.0		P	69.8	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	28.6	S		51.5	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	85.7	S		86.3	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	57.1	S		78.3	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	57.1	S		69.2	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	85.7		P	67.7	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	71.4		P	71.0	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	14.3	S		58.3	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	42.9	S		50.6	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	28.6	S		44.0	S	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	57.1	S		84.9	S	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		P	92.7	P	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	85.7	S		87.4	S	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	28.6	S		49.1	S	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	42.9	S		59.5	S	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	100.0		P	78.2	P	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	42.9	S		59.5	S	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	85.7		P	70.2	P	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	28.6	S		71.7	S	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	28.6	S		38.0	S	40.3

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

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

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

District 2 - Western

#391 - Xavier Junior High, Deer Lake		Grades: 6-9	School [N=40]	School Below Above District	District [N=498]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	86.8		P	69.8	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	47.4	S		51.5	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	84.2	S		86.3	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	71.1	S		78.3	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	65.8	S		69.2	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	71.1		P	67.7	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	71.1		P	71.0	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	50.0	S		58.3	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	47.4	S		50.6	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	39.5	S		44.0	S	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	81.6	S		84.9	S	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		P	92.7	P	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	86.8	S		87.4	S	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	34.2	S		49.1	S	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	63.2		P	59.5	P	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	79.0		P	78.2	P	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	42.1	S		59.5	S	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	57.9	S		70.2	S	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	50.0	S		71.7	S	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	39.5		P	38.0	S	40.3

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

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

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

District 2 - Western

#393 - Bonne Bay Academy, Woody Point

Grades: K-12

School

District

Province

[N=1]

School
Below Above
District

[N=498]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=1]	School Below Above District	District [N=498]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	P	69.8	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		S	51.5	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		P	86.3	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		P	78.3	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)		P	69.2	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		P	67.7	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		P	71.0	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		P	58.3	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		P	50.6	P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		P	44.0	P	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	P	84.9	P	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	P	92.7	P	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	P	87.4	P	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	P	49.1	P	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	S	59.5	S	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	P	78.2	P	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	S	59.5	S	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	P	70.2	P	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	P	71.7	P	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	P	38.0	P	40.3	

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

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Intermediate English
Provincial Assessment, June 2011
Male 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

School

District

Province

[N=7]

School
Below Above
District

[N=498]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=7]	School Below Above District	District [N=498]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	80.0	P	69.8	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	60.0	P	51.5	P	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	60.0	S	86.3	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	40.0	S	78.3	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	60.0	S	69.2	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	60.0	S	67.7	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	100.0	P	71.0	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	20.0	S	58.3	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	60.0	P	50.6	P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	40.0	S	44.0	S	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	60.0	S	84.9	S	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	80.0	S	92.7	S	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	40.0	S	87.4	S	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	20.0	S	49.1	S	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	20.0	S	59.5	S	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	60.0	S	78.2	S	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	40.0	S	59.5	S	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	60.0	S	70.2	S	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	40.0	S	71.7	S	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	40.0	P	38.0	S	40.3

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

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

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

District 2 - Western

#397 - Belanger Memorial School, Upper Ferry		Grades: K-12	School [N=10]	School Below Above District	District [N=498]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	80.0		P	69.8	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	70.0		P	51.5	P	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	80.0	S		86.3	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	60.0	S		78.3	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	80.0		P	69.2	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	60.0	S		67.7	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	60.0	S		71.0	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	70.0		P	58.3	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	70.0		P	50.6	P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	60.0		P	44.0	P	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	88.9		P	84.9	P	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		P	92.7	P	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	88.9		P	87.4	S	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	55.6		P	49.1	P	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	55.6	S		59.5	S	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	88.9		P	78.2	P	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	55.6	S		59.5	S	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	44.4	S		70.2	S	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	88.9		P	71.7	P	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	11.1	S		38.0	S	40.3

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

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

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

District 2 - Western

#474 - Cloud River Academy, Roddickton		Grades: K-12	School [N=6]	School Below Above District	District [N=498]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	50.0	s		69.8	s	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	50.0	s		51.5	s	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	83.3	s		86.3	s	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	83.3	p		78.3	p	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	50.0	s		69.2	s	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	16.7	s		67.7	s	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	66.7	s		71.0	s	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	83.3	p		58.3	p	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	83.3	p		50.6	p	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	50.0	p		44.0	p	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	83.3	s		84.9	s	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0	p		92.7	p	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	83.3	s		87.4	s	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	50.0	p		49.1	s	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	33.3	s		59.5	s	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	66.7	s		78.2	s	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	50.0	s		59.5	s	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	33.3	s		70.2	s	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	83.3	p		71.7	p	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	16.7	s		38.0	s	40.3

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

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

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

District 2 - Western

#475 - Viking Trail Academy, Plum Point		Grades: K-12	School [N=10]	School Below Above District	District [N=498]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	60.0	s	69.8	p	59.6	
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	20.0	s	51.5	s	51.1	
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	100.0	p	86.3	p	84.4	
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	50.0	s	78.3	s	75.6	
5.	Application - Use strategies to construct meaning (<i>mood</i>)	80.0	p	69.2	p	70.4	
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	80.0	p	67.7	p	63.0	
7.	Application - Use strategies to construct meaning (<i>personification</i>)	60.0	s	71.0	s	72.2	
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	90.0	p	58.3	p	58.8	
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	50.0	s	50.6	p	49.7	
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	70.0	p	44.0	p	46.1	
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	70.0	s	84.9	s	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0	p	92.7	p	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	100.0	p	87.4	p	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	70.0	p	49.1	p	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	50.0	s	59.5	s	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	80.0	p	78.2	p	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	60.0	p	59.5	s	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	60.0	s	70.2	s	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	80.0	p	71.7	p	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	20.0	s	38.0	s	40.3	

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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	School [N=15]	School Below Above District	District [N=498]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	66.7	S	69.8	P	59.6	
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	26.7	S	51.5	S	51.1	
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	80.0	S	86.3	S	84.4	
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	93.3	P	78.3	P	75.6	
5.	Application - Use strategies to construct meaning (<i>mood</i>)	73.3	P	69.2	P	70.4	
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	73.3	P	67.7	P	63.0	
7.	Application - Use strategies to construct meaning (<i>personification</i>)	66.7	S	71.0	S	72.2	
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	46.7	S	58.3	S	58.8	
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	73.3	P	50.6	P	49.7	
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	20.0	S	44.0	S	46.1	
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	66.7	S	84.9	S	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	86.7	S	92.7	S	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	66.7	S	87.4	S	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	46.7	S	49.1	S	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	40.0	S	59.5	S	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	66.7	S	78.2	S	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	33.3	S	59.5	S	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	73.3	P	70.2	P	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	66.7	S	71.7	S	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	26.7	S	38.0	S	40.3	

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

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

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

District 2 - Western

#488 - French Shore Academy, Port Saunders		Grades: K-12	School [N=12]	School Below Above District	District [N=498]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	83.3		P	69.8	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	58.3		P	51.5	P	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	91.7		P	86.3	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	75.0		S	78.3	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	50.0		S	69.2	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	66.7		S	67.7	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	75.0		P	71.0	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	50.0		S	58.3	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	41.7		S	50.6	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	25.0		S	44.0	S	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	91.7		P	84.9	P	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	83.3		S	92.7	S	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	91.7		P	87.4	P	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	66.7		P	49.1	P	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	58.3		S	59.5	P	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	100.0		P	78.2	P	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	83.3		P	59.5	P	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	91.7		P	70.2	P	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	66.7		S	71.7	S	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	16.7		S	38.0	S	40.3

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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	School [N=15]	School Below Above District	District [N=467]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	60.0	s		61.3	p	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	73.3		p	44.8	p	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	80.0		p	75.5	s	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	66.7	s		71.5	s	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	60.0	s		66.2	s	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	66.7		p	57.5	p	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	73.3		p	71.9	p	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	60.0		p	51.5	p	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	60.0		p	47.0	p	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	46.7		p	43.7	p	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	86.7	s		88.2	s	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	93.3		p	92.9	s	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	93.3		p	88.4	p	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	40.0	s		49.8	s	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	60.0		p	57.6	p	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	93.3		p	72.2	p	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	86.7		p	63.3	p	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	60.0	s		61.6	s	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	80.0		p	71.1	p	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	13.3	s		33.3	s	40.3

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

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

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

District 3 - Nova Central

#132 - Botwood Collegiate, Botwood		Grades: 7-12	School [N=30]	School Below Above District	District [N=467]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	26.7	S	61.3	S	59.6	
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	40.0	S	44.8	S	51.1	
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	73.3	S	75.5	S	84.4	
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	76.7	P	71.5	P	75.6	
5.	Application - Use strategies to construct meaning (<i>mood</i>)	80.0	P	66.2	P	70.4	
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	50.0	S	57.5	S	63.0	
7.	Application - Use strategies to construct meaning (<i>personification</i>)	70.0	S	71.9	S	72.2	
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	50.0	S	51.5	S	58.8	
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	46.7	S	47.0	S	49.7	
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	36.7	S	43.7	S	46.1	
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	90.0	P	88.2	P	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	93.3	P	92.9	S	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	86.7	S	88.4	S	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	63.3	P	49.8	P	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	66.7	P	57.6	P	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	66.7	S	72.2	S	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	46.7	S	63.3	S	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	66.7	P	61.6	S	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	66.7	S	71.1	S	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	50.0	P	33.3	P	40.3	

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

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

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

District 3 - Nova Central

#138 - Victoria Academy, Gaultois

Grades: 1-4,6-9,11

School

District

Province

[N=2]

School
Below Above
District

[N=467]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=2]	School Below Above District	District [N=467]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	P	61.3	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		P	44.8	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		S	75.5	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		S	71.5	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)		P	66.2	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		S	57.5	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		S	71.9	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		S	51.5	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		S	47.0	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		P	43.7	P	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	P	88.2	P	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	S	92.9	S	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	P	88.4	P	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	P	49.8	P	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	S	57.6	S	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	P	72.2	P	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	S	63.3	S	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	S	61.6	S	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	P	71.1	P	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	S	33.3	S	40.3	

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

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

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

District 3 - Nova Central

#149 - King Academy, Harbour Breton		Grades: 7-12	School [N=12]	School Below Above District	District [N=467]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	50.0	s		61.3	s	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	33.3	s		44.8	s	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	83.3		p	75.5	s	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	50.0	s		71.5	s	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	66.7		p	66.2	s	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	50.0	s		57.5	s	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	83.3		p	71.9		72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	16.7	s		51.5	s	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	41.7	s		47.0	s	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	33.3	s		43.7	s	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	75.0	s		88.2	s	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	91.7	s		92.9	s	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	75.0	s		88.4	s	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	41.7	s		49.8	s	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	58.3		p	57.6		57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	66.7	s		72.2	s	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	50.0	s		63.3	s	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	58.3	s		61.6	s	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	75.0		p	71.1	s	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	16.7	s		33.3	s	40.3

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

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

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

District 3 - Nova Central

#151 - John Watkins Academy, Hermitage

Grades: K-12

School

[N=4]

District

[N=467]

Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

School
Below Above
District

School
Below Above
Province

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School Below Above District	District [N=467]	School Below Above Province	Province [N=2,707]	
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	P	61.3	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		P	44.8	P	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		P	75.5	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		P	71.5	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)		P	66.2	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		S	57.5	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		P	71.9	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		P	51.5	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		P	47.0	P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		S	43.7	S	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	P	88.2	P	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	P	92.9	P	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	P	88.4	P	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	P	49.8	P	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	P	57.6	P	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	S	72.2	S	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	P	63.3	P	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	P	61.6	P	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	S	71.1	S	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	S	33.3	S	40.3	

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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

School

District

Province

[N=9]

School
Below Above
District

[N=467]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=9]	School Below Above District	District [N=467]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	66.7	P	61.3	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	44.4	S	44.8	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	77.8	P	75.5	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	44.4	S	71.5	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	55.6	S	66.2	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	55.6	S	57.5	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	55.6	S	71.9	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	33.3	S	51.5	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	44.4	S	47.0	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	33.3	S	43.7	S	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	88.9	P	88.2	P	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	77.8	S	92.9	S	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	100.0	P	88.4	P	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	66.7	P	49.8	P	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	22.2	S	57.6	S	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	77.8	P	72.2	S	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	66.7	P	63.3	S	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	66.7	P	61.6	S	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	55.6	S	71.1	S	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	0.0	S	33.3	S	40.3

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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

School

District

Province

[N=10]

School
Below Above
District

[N=467]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=10]	School Below Above District	District [N=467]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	60.0	s	61.3	p	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	30.0	s	44.8	s	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	70.0	s	75.5	s	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	80.0	p	71.5	p	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	60.0	s	66.2	s	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	50.0	s	57.5	s	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	70.0	s	71.9	s	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	20.0	s	51.5	s	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	50.0	p	47.0	p	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	40.0	s	43.7	s	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	40.0	s	88.2	s	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	70.0	s	92.9	s	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	80.0	s	88.4	s	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	20.0	s	49.8	s	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	50.0	s	57.6	s	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	50.0	s	72.2	s	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	20.0	s	63.3	s	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	80.0	p	61.6	p	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	40.0	s	71.1	s	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	50.0	p	33.3	p	40.3

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

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

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

District 3 - Nova Central

#157 - St. Peter's AG, McCallum

Grades: 1,4-5,7-11

School

District

Province

[N=1]

School
Below Above
District

[N=467]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=1]	School Below Above District	District [N=467]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	P	61.3	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		P	44.8	P	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		P	75.5	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		P	71.5	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)		P	66.2	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		P	57.5	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		P	71.9	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		P	51.5	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		P	47.0	P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		P	43.7	P	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	P	88.2	P	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	P	92.9	P	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	P	88.4	P	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	P	49.8	P	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	P	57.6	P	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	P	72.2	P	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	P	63.3	P	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	P	61.6	P	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	P	71.1	P	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		S	33.3	S	40.3

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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	School [N=7]	School Below Above District	District [N=467]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	28.6	S	61.3	S	59.6	
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	14.3	S	44.8	S	51.1	
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	28.6	S	75.5	S	84.4	
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	71.4	S	71.5	S	75.6	
5.	Application - Use strategies to construct meaning (<i>mood</i>)	42.9	S	66.2	S	70.4	
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	42.9	S	57.5	S	63.0	
7.	Application - Use strategies to construct meaning (<i>personification</i>)	14.3	S	71.9	S	72.2	
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	71.4	P	51.5	P	58.8	
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	57.1	P	47.0	P	49.7	
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	28.6	S	43.7	S	46.1	
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	57.1	S	88.2	S	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	71.4	S	92.9	S	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	57.1	S	88.4	S	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	42.9	S	49.8	S	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	14.3	S	57.6	S	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	57.1	S	72.2	S	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	14.3	S	63.3	S	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	71.4	P	61.6	P	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	28.6	S	71.1	S	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	57.1	P	33.3	P	40.3	

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

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Intermediate English
Provincial Assessment, June 2011
Male 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

School

District

Province

[N=15]

School
Below Above
District

[N=467]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=15]	School Below Above District	District [N=467]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	53.3	s	61.3	s	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	66.7	p	44.8	p	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	66.7	s	75.5	s	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	73.3	p	71.5	s	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	80.0	p	66.2	p	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	86.7	p	57.5	p	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	86.7	p	71.9	p	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	33.3	s	51.5	s	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	33.3	s	47.0	s	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	33.3	s	43.7	s	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	86.7	s	88.2	s	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0	p	92.9	p	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	66.7	s	88.4	s	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	46.7	s	49.8	s	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	60.0	p	57.6	p	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	80.0	p	72.2	p	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	66.7	p	63.3	s	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	66.7	p	61.6	s	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	86.7	p	71.1	p	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	26.7	s	33.3	s	40.3

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

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Intermediate English
Provincial Assessment, June 2011
Male 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	School	District		Province
			[N=6]	School Below Above District	[N=467]	School Below Above Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)					
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	40.0	s		61.3	s 59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	60.0		p	44.8	p 51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	60.0	s		75.5	s 84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	80.0		p	71.5	p 75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	40.0	s		66.2	s 70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	0.0	s		57.5	s 63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	60.0	s		71.9	s 72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	80.0		p	51.5	p 58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	60.0		p	47.0	p 49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	80.0		p	43.7	p 46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	100.0		p	88.2	p 87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		p	92.9	p 94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	100.0		p	88.4	p 89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	20.0	s		49.8	s 55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	80.0		p	57.6	p 57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	100.0		p	72.2	p 77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	40.0	s		63.3	s 67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	60.0	s		61.6	s 68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	80.0		p	71.1	p 75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	40.0		p	33.3	s 40.3

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

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Intermediate English
Provincial Assessment, June 2011
Male 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	School [N=17]	School Below Above District	District [N=467]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	23.5	S		61.3	S	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	52.9		P	44.8		P
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	35.3	S		75.5	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	52.9	S		71.5	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	58.8	S		66.2	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	70.6		P	57.5		P
7.	Application - Use strategies to construct meaning (<i>personification</i>)	47.1	S		71.9	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	35.3	S		51.5	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	17.7	S		47.0	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	41.2	S		43.7	S	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	94.1		P	88.2		P
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	82.4	S		92.9	S	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	100.0		P	88.4		P
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	41.2	S		49.8	S	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	41.2	S		57.6	S	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	47.1	S		72.2	S	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	41.2	S		63.3	S	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	41.2	S		61.6	S	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	52.9	S		71.1	S	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	41.2		P	33.3		P

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

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

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

District 3 - Nova Central

#177 - Greenwood Academy, Campbellton

Grades: K-9

School

District

Province

[N=8]

School
Below Above
District

[N=467]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=8]	School Below Above District	District [N=467]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	87.5	P	61.3	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	62.5	P	44.8	P	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	87.5	P	75.5	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	87.5	P	71.5	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	62.5	S	66.2	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	50.0	S	57.5	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	62.5	S	71.9	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	50.0	S	51.5	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	75.0	P	47.0	P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	62.5	P	43.7	P	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	87.5	S	88.2	S	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0	P	92.9	P	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	100.0	P	88.4	P	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	50.0	P	49.8	S	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	37.5	S	57.6	S	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	75.0	P	72.2	S	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	62.5	S	63.3	S	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	62.5	P	61.6	S	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	100.0	P	71.1	P	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	37.5	P	33.3	S	40.3

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

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

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

District 3 - Nova Central

#178 - Phoenix Academy, Carmanville		Grades: K-12	School	District	Province
			[N=8]	[N=467]	[N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)		School Below Above District	School Below Above Province	
Poetic					
1.	Analysis - Analyze form (<i>form of poetry</i>)	37.5	s	61.3	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	62.5	p	44.8	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	50.0	s	75.5	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	87.5	p	71.5	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	62.5	s	66.2	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	62.5	p	57.5	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	25.0	s	71.9	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	12.5	s	51.5	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	50.0	p	47.0	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	50.0	p	43.7	46.1
Informational					
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	100.0	p	88.2	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0	p	92.9	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	87.5	s	88.4	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	25.0	s	49.8	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	25.0	s	57.6	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	62.5	s	72.2	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	62.5	s	63.3	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	25.0	s	61.6	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	87.5	p	71.1	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	12.5	s	33.3	40.3

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

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

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

District 3 - Nova Central

#179 - Centreville Academy, Centreville-Wareham		Grades: K-9	School		District		Province
			[N=9]	School Below Above District	[N=467]	School Below Above Province	[N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)		33.3	s	61.3	s	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		44.4	s	44.8	s	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		55.6	s	75.5	s	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		33.3	s	71.5	s	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)		66.7	p	66.2	s	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		44.4	s	57.5	s	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		33.3	s	71.9	s	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		66.7	p	51.5	p	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		55.6	p	47.0	p	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		33.3	s	43.7	s	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)		88.9	p	88.2	p	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)		88.9	s	92.9	s	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)		77.8	s	88.4	s	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)		66.7	p	49.8	p	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)		55.6	s	57.6	s	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)		55.6	s	72.2	s	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)		66.7	p	63.3	s	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)		44.4	s	61.6	s	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)		44.4	s	71.1	s	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		33.3	p	33.3	s	40.3

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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

School

District

Province

[N=2]

School
Below Above
District

[N=467]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=2]	School Below Above District	District [N=467]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	P	61.3	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		P	44.8	P	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		S	75.5	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		S	71.5	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)		P	66.2	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		S	57.5	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		S	71.9	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		P	51.5	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		S	47.0	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		P	43.7	P	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	P	88.2	P	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	P	92.9	P	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	P	88.4	P	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	P	49.8	S	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	S	57.6	S	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	P	72.2	P	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	P	63.3	P	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	P	61.6	P	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	P	71.1	P	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	P	33.3	P	40.3	

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

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

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

District 3 - Nova Central

#183 - William Mercer Academy, Dover

Grades: K-9

School

District

Province

[N=5]

School
Below Above
District

[N=467]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=5]	School Below Above District	District [N=467]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	P	61.3	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		S	44.8	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		S	75.5	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		P	71.5	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)		P	66.2	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		S	57.5	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		P	71.9	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		S	51.5	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		S	47.0	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		S	43.7	S	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	S	88.2	S	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	S	92.9	S	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	S	88.4	S	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	S	49.8	S	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	P	57.6	P	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	S	72.2	S	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	S	63.3	S	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	S	61.6	S	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	S	71.1	S	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	S	33.3	S	40.3	

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

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

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

District 3 - Nova Central

#192 - Lumsden Academy, Lumsden		Grades: K-9	School [N=4]	School Below Above District	District [N=467]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)		<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	p	61.3	p	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)			s	44.8	s	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)			s	75.5	s	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)			s	71.5	s	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)			p	66.2	s	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)			p	57.5	p	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)			p	71.9	p	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)			p	51.5	p	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)			p	47.0	p	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)			s	43.7	s	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)		p	88.2	p	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)		p	92.9	p	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)		p	88.4	p	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)		p	49.8	p	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)		p	57.6	p	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)		p	72.2	p	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)		p	63.3	s	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)		p	61.6	s	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)		p	71.1	p	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		p	33.3	p	40.3	

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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

School

District

Province

Item Cognitive Level - Outcome (*item parameter*)

[N=3]

School
Below Above
District

[N=467]

School
Below Above
Province

[N=2,707]

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=3]	School Below Above District	District [N=467]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	s	61.3	s	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		s	44.8	s	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		p	75.5	p	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		s	71.5	s	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)		p	66.2	s	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		p	57.5	p	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		s	71.9	s	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		p	51.5	p	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		s	47.0	s	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		s	43.7	s	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	s	88.2	s	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	p	92.9	p	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	p	88.4	p	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	p	49.8	p	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	s	57.6	s	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	s	72.2	s	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	p	63.3	s	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	s	61.6	s	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	s	71.1	s	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	s	33.3	s	40.3	

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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	School [N=8]	School Below Above District	District [N=467]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	100.0		P	61.3	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	37.5	S		44.8	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	87.5		P	75.5	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	75.0		P	71.5	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	50.0	S		66.2	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	75.0		P	57.5	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	100.0		P	71.9	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	37.5	S		51.5	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	75.0		P	47.0	P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	75.0		P	43.7	P	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	100.0		P	88.2	P	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		P	92.9	P	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	87.5	S		88.4	S	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	50.0		P	49.8	S	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	87.5		P	57.6	P	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	25.0	S		72.2	S	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	100.0		P	63.3	P	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	100.0		P	61.6	P	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	87.5		P	71.1	P	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	75.0		P	33.3	P	40.3

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

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

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

District 3 - Nova Central

#204 - Pearson Academy, Wesleyville		Grades: K-12	School [N=12]	School Below Above District	District [N=467]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	58.3	S		61.3	S	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	58.3		P	44.8		P 51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	83.3		P	75.5	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	91.7		P	71.5		P 75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	83.3		P	66.2		P 70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	50.0	S		57.5	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	58.3	S		71.9	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	16.7	S		51.5	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	33.3	S		47.0	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	41.7	S		43.7	S	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	91.7		P	88.2		P 87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		P	92.9		P 94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	75.0	S		88.4	S	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	16.7	S		49.8	S	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	50.0	S		57.6	S	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	58.3	S		72.2	S	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	50.0	S		63.3	S	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	41.7	S		61.6	S	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	41.7	S		71.1	S	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	16.7	S		33.3	S	40.3

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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	School [N=11]	School Below Above District	District [N=467]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	36.4	S		61.3	S	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	18.2	S		44.8	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	81.8		P	75.5	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	72.7		P	71.5	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	45.5	S		66.2	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	54.6	S		57.5	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	54.6	S		71.9	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	45.5	S		51.5	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	27.3	S		47.0	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	36.4	S		43.7	S	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	100.0		P	88.2		P
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	80.0	S		92.9	S	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	70.0	S		88.4	S	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	50.0		P	49.8	S	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	50.0	S		57.6	S	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	80.0		P	72.2		P
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	80.0		P	63.3		P
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	40.0	S		61.6	S	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	50.0	S		71.1	S	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	0.0	S		33.3	S	40.3

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

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

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

District 3 - Nova Central

#398 - Avoca Collegiate, Badger		Grades: K-9	School [N=3]	School Below Above District	District [N=467]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	School data with 5 or fewer students withheld for reasons of confidentiality	s	61.3	s	59.6	
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		s	44.8	s	51.1	
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		s	75.5	s	84.4	
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		s	71.5	s	75.6	
5.	Application - Use strategies to construct meaning (<i>mood</i>)		p	66.2	s	70.4	
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		s	57.5	s	63.0	
7.	Application - Use strategies to construct meaning (<i>personification</i>)		p	71.9	p	72.2	
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		s	51.5	s	58.8	
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		p	47.0	p	49.7	
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		s	43.7	s	46.1	
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	p	88.2	p	87.7		
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	p	92.9	p	94.3		
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	p	88.4	p	89.2		
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	s	49.8	s	55.5		
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	p	57.6	p	57.2		
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	s	72.2	s	77.9		
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	p	63.3	s	67.6		
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	p	61.6	s	68.1		
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	s	71.1	s	75.3		
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	p	33.3	s	40.3		

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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

School

[N=16]

District

[N=467]

Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

School
Below Above
District

School
Below Above
Province

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=16]	School Below Above District	District [N=467]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	93.8	P	61.3	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	56.3	P	44.8	P	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	75.0	S	75.5	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	68.8	S	71.5	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	81.3	P	66.2	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	68.8	P	57.5	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	81.3	P	71.9	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	81.3	P	51.5	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	43.8	S	47.0	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	37.5	S	43.7	S	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	93.8	P	88.2	P	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	93.8	P	92.9	S	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	100.0	P	88.4	P	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	68.8	P	49.8	P	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	56.3	S	57.6	S	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	75.0	P	72.2	S	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	62.5	S	63.3	S	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	50.0	S	61.6	S	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	87.5	P	71.1	P	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	56.3	P	33.3	P	40.3

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

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

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

District 3 - Nova Central

#403 - Lakeside Academy, Buchans

Grades: K-12

School

[N=3]

District

[N=467]

Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=3]	School		District		Province	
			Below	Above	Below	Above	Below	Above
			District		District	Province		Province
Poetic		<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>						
1.	Analysis - Analyze form (<i>form of poetry</i>)		s		61.3	s		59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)			p	44.8		p	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		s		75.5	s		84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		s		71.5	s		75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)			p	66.2	s		70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)			p	57.5		p	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		s		71.9	s		72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		s		51.5	s		58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)			p	47.0		p	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	s		43.7	s		46.1	
Informational								
11.	Analysis - Analyze content of text (<i>purpose of text</i>)		p	88.2		p	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)		p	92.9		p	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)		p	88.4		p	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	s		49.8	s		55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	s		57.6	s		57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	s		72.2	s		77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)		p	63.3	s		67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)		p	61.6	s		68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	s		71.1	s		75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		p	33.3	s		40.3	

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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

School

District

Province

[N=1]

School
Below Above
District

[N=467]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=1]	School Below Above District	District [N=467]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	P	61.3	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		S	44.8	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		P	75.5	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		P	71.5	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)		P	66.2	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		S	57.5	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		P	71.9	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		S	51.5	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		S	47.0	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		S	43.7	S	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	P	88.2	P	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	P	92.9	P	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	P	88.4	P	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	S	49.8	S	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	P	57.6	P	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	S	72.2	S	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	P	63.3	P	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	S	61.6	S	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	S	71.1	S	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	S	33.3	S	40.3	

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

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Intermediate English
Provincial Assessment, June 2011
Male 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

School

District

Province

[N=9]

School
Below Above
District

[N=467]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=9]	School Below Above District	District [N=467]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	88.9	P	61.3	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	33.3	S	44.8	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	77.8	P	75.5	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	55.6	S	71.5	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	55.6	S	66.2	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	44.4	S	57.5	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	66.7	S	71.9	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	55.6	P	51.5	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	0.0	S	47.0	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	22.2	S	43.7	S	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	88.9	P	88.2	P	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	88.9	S	92.9	S	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	66.7	S	88.4	S	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	33.3	S	49.8	S	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	0.0	S	57.6	S	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	44.4	S	72.2	S	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	33.3	S	63.3	S	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	33.3	S	61.6	S	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	44.4	S	71.1	S	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	0.0	S	33.3	S	40.3

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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	School [N=13]	School Below Above District	District [N=467]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	100.0		P	61.3	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	58.3		P	44.8	P	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	91.7		P	75.5	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	66.7		S	71.5	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	58.3		S	66.2	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	66.7		P	57.5	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	83.3		P	71.9	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	83.3		P	51.5	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	50.0		P	47.0	P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	50.0		P	43.7	P	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	100.0		P	88.2	P	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		P	92.9	P	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	91.7		P	88.4	P	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	41.7		S	49.8	S	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	50.0		S	57.6	S	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	66.7		S	72.2	S	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	66.7		P	63.3	S	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	33.3		S	61.6	S	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	75.0		P	71.1	S	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	33.3		P	33.3	S	40.3

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

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

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

District 3 - Nova Central

#413 - Holy Cross School Complex, Eastport

Grades: K-12

School

[N=3]

District

[N=467]

Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=3]	School		District		Province	
			Below District	Above District	Below District	Above District	Below Province	Above Province
Poetic								
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>		P	61.3		P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		S		44.8	S		51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		S		75.5	S		84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)			P	71.5		P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)			P	66.2	S		70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		S		57.5	S		63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		S		71.9	S		72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)			P	51.5		P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		S		47.0	S		49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)			P	43.7		P	46.1
Informational								
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	S		88.2	S		87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)		P	92.9		P	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)		P	88.4		P	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)		P	49.8		P	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)		P	57.6		P	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)		P	72.2		P	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)		P	63.3	S		67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)		P	61.6	S		68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	S		71.1	S		75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		P	33.3	S		40.3	

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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	School [N=8]	School Below Above District	District [N=467]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	28.6	S		61.3	S	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	0.0	S		44.8	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	57.1	S		75.5	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	85.7		P	71.5		P
5.	Application - Use strategies to construct meaning (<i>mood</i>)	57.1	S		66.2	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	57.1	S		57.5	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	85.7		P	71.9		P
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	57.1		P	51.5	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	42.9	S		47.0	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	57.1		P	43.7		P
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	100.0		P	88.2		P
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	85.7	S		92.9	S	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	85.7	S		88.4	S	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	28.6	S		49.8	S	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	42.9	S		57.6	S	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	57.1	S		72.2	S	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	28.6	S		63.3	S	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	57.1	S		61.6	S	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	71.4		P	71.1	S	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	28.6	S		33.3	S	40.3

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

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

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

District 3 - Nova Central

#416 - Smallwood Academy, Gambo		Grades: K-12	School [N=11]	School Below Above District	District [N=467]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	88.9		P	61.3	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	55.6		P	44.8	P	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	55.6	S		75.5	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	77.8		P	71.5	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	77.8		P	66.2	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	66.7		P	57.5	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	55.6	S		71.9	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	55.6		P	51.5	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	33.3	S		47.0	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	33.3	S		43.7	S	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	66.7	S		88.2	S	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		P	92.9	P	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	66.7	S		88.4	S	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	33.3	S		49.8	S	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	55.6	S		57.6	S	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	77.8		P	72.2	S	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	55.6	S		63.3	S	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	33.3	S		61.6	S	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	55.6	S		71.1	S	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	11.1	S		33.3	S	40.3

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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	School [N=64]	School Below Above District	District [N=467]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	75.0		P	61.3	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	45.3		P	44.8	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	85.9		P	75.5	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	71.9		P	71.5	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	75.0		P	66.2	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	62.5		P	57.5	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	82.8		P	71.9	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	60.9		P	51.5	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	57.8		P	47.0	P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	57.8		P	43.7	P	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	92.2		P	88.2	P	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	93.8		P	92.9	S	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	93.8		P	88.4	P	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	64.1		P	49.8	P	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	64.1		P	57.6	P	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	73.4		P	72.2	S	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	67.2		P	63.3	S	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	71.9		P	61.6	P	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	81.3		P	71.1	P	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	46.9		P	33.3	P	40.3

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

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

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

District 3 - Nova Central

#421 - Lakewood Academy, Glenwood		Grades: K-12	School [N=6]	School Below Above District	District [N=467]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	16.7	S		61.3	S	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	16.7	S		44.8	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	83.3		P	75.5	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	100.0		P	71.5	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	83.3		P	66.2	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	83.3		P	57.5	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	66.7	S		71.9	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	83.3		P	51.5	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	50.0		P	47.0	P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	83.3		P	43.7	P	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	100.0		P	88.2	P	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		P	92.9	P	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	100.0		P	88.4	P	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	66.7		P	49.8	P	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	83.3		P	57.6	P	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	83.3		P	72.2	P	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	83.3		P	63.3	P	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	66.7		P	61.6	S	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	66.7	S		71.1	S	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	50.0		P	33.3	P	40.3

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

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

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

District 3 - Nova Central

#422 - Glovertown Academy, Glovertown		Grades: K-12	School [N=15]	School Below Above District	District [N=467]	School Below Above Province	Province [N=2,707]	
Item	Cognitive Level - Outcome (<i>item parameter</i>)							
Poetic								
1.	Analysis - Analyze form (<i>form of poetry</i>)	64.3		P	61.3		P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	28.6		S	44.8		S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	64.3		S	75.5		S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	50.0		S	71.5		S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	64.3		S	66.2		S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	57.1		S	57.5		S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	50.0		S	71.9		S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	64.3		P	51.5		P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	50.0		P	47.0		P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	57.1		P	43.7		P	46.1
Informational								
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	85.7		S	88.2		S	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	92.9		S	92.9		S	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	100.0		P	88.4		P	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	64.3		P	49.8		P	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	21.4		S	57.6		S	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	92.9		P	72.2		P	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	64.3		P	63.3		S	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	64.3		P	61.6		S	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	64.3		S	71.1		S	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	7.1		S	33.3		S	40.3

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

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

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

District 3 - Nova Central

#426 - Hillview Academy, Norris Arm

Grades: K-9

School

District

Province

[N=9]

School
Below Above
District

[N=467]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=9]	School Below Above District	District [N=467]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	87.5	P	61.3	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	62.5	P	44.8	P	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	100.0	P	75.5	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	87.5	P	71.5	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	50.0	S	66.2	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	50.0	S	57.5	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	87.5	P	71.9	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	75.0	P	51.5	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	37.5	S	47.0	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	37.5	S	43.7	S	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	75.0	S	88.2	S	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	87.5	S	92.9	S	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	75.0	S	88.4	S	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	75.0	P	49.8	P	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	75.0	P	57.6	P	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	75.0	P	72.2	S	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	62.5	S	63.3	S	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	100.0	P	61.6	P	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	62.5	S	71.1	S	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	62.5	P	33.3	P	40.3

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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	School [N=17]	School Below Above District	District [N=467]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	100.0		P	61.3	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	47.1		P	44.8	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	76.5		P	75.5	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	58.8		S	71.5	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	58.8		S	66.2	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	58.8		P	57.5	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	88.2		P	71.9	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	52.9		P	51.5	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	29.4		S	47.0	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	23.5		S	43.7	S	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	88.2		P	88.2	P	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	94.1		P	92.9	S	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	82.4		S	88.4	S	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	52.9		P	49.8	S	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	76.5		P	57.6	P	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	82.4		P	72.2	P	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	76.5		P	63.3	P	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	82.4		P	61.6	P	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	82.4		P	71.1	P	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	41.2		P	33.3	P	40.3

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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	School [N=68]	School Below Above District	District [N=467]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	42.4	s	61.3	s	59.6	
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	42.4	s	44.8	s	51.1	
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	86.4	p	75.5	p	84.4	
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	80.3	p	71.5	p	75.6	
5.	Application - Use strategies to construct meaning (<i>mood</i>)	59.1	s	66.2	s	70.4	
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	48.5	s	57.5	s	63.0	
7.	Application - Use strategies to construct meaning (<i>personification</i>)	78.8	p	71.9	p	72.2	
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	48.5	s	51.5	s	58.8	
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	50.0	p	47.0	p	49.7	
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	43.9	p	43.7	s	46.1	
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	88.2	p	88.2	p	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	95.6	p	92.9	p	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	94.1	p	88.4	p	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	39.7	s	49.8	s	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	66.2	p	57.6	p	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	79.4	p	72.2	p	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	75.0	p	63.3	p	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	58.8	s	61.6	s	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	79.4	p	71.1	p	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	30.9	s	33.3	s	40.3	

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

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

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

District 3 - Nova Central

#486 - Lewisporte Intermediate, Lewisporte		Grades: 7-9	School [N=23]	School Below Above District	District [N=467]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	100.0		P	61.3	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	33.3	S		44.8	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	80.0		P	75.5	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	80.0		P	71.5	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	46.7	S		66.2	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	80.0		P	57.5	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	66.7	S		71.9	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	33.3	S		51.5	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	66.7		P	47.0	P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	40.0	S		43.7	S	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	93.3		P	88.2	P	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		P	92.9	P	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	86.7	S		88.4	S	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	60.0		P	49.8	P	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	80.0		P	57.6	P	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	93.3		P	72.2	P	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	73.3		P	63.3	P	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	80.0		P	61.6	P	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	73.3		P	71.1	S	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	26.7	S		33.3	S	40.3

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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

School

District

Province

[N=70]

School
Below Above
District

[N=1,596]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=70]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	35.4	s	57.4	s	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	50.8	s	53.1	s	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	87.7	p	86.6	p	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	76.9	p	76.8	p	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	72.3	p	71.8	p	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	67.7	p	63.4	p	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	69.2	s	72.6	s	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	64.6	p	62.0	p	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	43.1	s	50.1	s	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	50.8	p	47.5	p	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	84.6	s	88.7	s	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	93.9	s	95.2	s	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	89.2	s	90.2	p	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	56.9	s	58.9	p	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	60.0	p	56.8	p	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	73.9	s	79.6	s	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	61.5	s	70.5	s	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	78.5	p	69.7	p	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	80.0	p	78.2	p	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	41.5	s	43.4	p	40.3

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

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Intermediate English
Provincial Assessment, June 2011
Male 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	School [N=11]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	20.0	S		57.4	S	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	30.0	S		53.1	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	60.0	S		86.6	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	60.0	S		76.8	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	60.0	S		71.8	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	50.0	S		63.4	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	60.0	S		72.6	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	50.0	S		62.0	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	40.0	S		50.1	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	50.0		P	47.5		P
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	72.7	S		88.7	S	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	63.6	S		95.2	S	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	72.7	S		90.2	S	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	36.4	S		58.9	S	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	54.6	S		56.8	S	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	63.6	S		79.6	S	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	81.8		P	70.5		P
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	81.8		P	69.7		P
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	63.6	S		78.2	S	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	27.3	S		43.4	S	40.3

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

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

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

District 4 - Eastern

#218 - St. Joseph's Academy, Lamaline

Grades: K-12

School

District

Province

[N=3]

School
Below Above
District

[N=1,596]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=3]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	S	57.4	S	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		S	53.1	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		S	86.6	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		S	76.8	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)		S	71.8	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		S	63.4	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		S	72.6	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		S	62.0	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		S	50.1	P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		S	47.5	S	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	S	88.7	S	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	S	95.2	S	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	S	90.2	S	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	S	58.9	S	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	S	56.8	S	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)		P	79.6	P	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	S	70.5	S	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	S	69.7	S	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	S	78.2	S	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	S	43.4	S	40.3	

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

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

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

District 4 - Eastern

#223 - Christ the King School, Rushoon

Grades: K-12

School

[N=5]

District

[N=1,596]

Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

School
Below Above
District

School
Below Above
Province

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]	
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	p	57.4	p	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		p	53.1	p	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		p	86.6	p	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		p	76.8	p	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)		p	71.8	p	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		p	63.4	p	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		p	72.6	p	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		p	62.0	p	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		s	50.1	p	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		p	47.5	p	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	p	88.7	p	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	p	95.2	p	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	s	90.2	s	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	s	58.9	s	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	p	56.8	p	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	s	79.6	s	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	p	70.5	p	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	p	69.7	p	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	s	78.2	s	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	p	43.4	p	40.3	

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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

School

District

Province

[N=1]

School
Below Above
District

[N=1,596]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=1]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	P	57.4	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		S	53.1	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		P	86.6	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		P	76.8	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)		P	71.8	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		P	63.4	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		P	72.6	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		S	62.0	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		S	50.1	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		P	47.5	P	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	P	88.7	P	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	P	95.2	P	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	P	90.2	P	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	P	58.9	P	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	S	56.8	S	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	P	79.6	P	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	S	70.5	S	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	P	69.7	P	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	P	78.2	P	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	P	43.4	P	40.3	

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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

School

[N=5]

District

[N=1,596]

Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

School
Below Above
District

School
Below Above
Province

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]	
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	s	57.4	s	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		p	53.1	p	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		s	86.6	s	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		s	76.8	s	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)		p	71.8	p	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		p	63.4	p	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		p	72.6	p	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		s	62.0	p	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		s	50.1	s	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		s	47.5	s	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	p	88.7	p	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	p	95.2	p	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	s	90.2	s	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	p	58.9	p	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	p	56.8	p	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	p	79.6	p	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	s	70.5	s	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	s	69.7	s	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	p	78.2	p	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	s	43.4	s	40.3	

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

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

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

District 4 - Eastern

#228 - St. Lawrence Academy, St. Lawrence

Grades: K-12

School

[N=9]

District

[N=1,596]

Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

School
Below Above
District

School
Below Above
Province

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=9]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	44.4	S	57.4	S	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	33.3	S	53.1	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	88.9	P	86.6	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	66.7	S	76.8	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	100.0	P	71.8	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	33.3	S	63.4	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	33.3	S	72.6	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	66.7	P	62.0	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	77.8	P	50.1	P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	66.7	P	47.5	P	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	88.9	P	88.7	P	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	88.9	S	95.2	S	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	55.6	S	90.2	S	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	33.3	S	58.9	S	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	33.3	S	56.8	S	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	77.8	S	79.6	S	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	55.6	S	70.5	S	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	44.4	S	69.7	S	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	44.4	S	78.2	S	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	55.6	P	43.4	P	40.3

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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	School [N=7]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	40.0	s		57.4	s	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	40.0	s		53.1	s	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	100.0		p	86.6		84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	40.0	s		76.8	s	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	80.0		p	71.8		70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	80.0		p	63.4		63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	80.0		p	72.6		72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	60.0	s		62.0		58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	40.0	s		50.1	s	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	0.0	s		47.5	s	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	100.0		p	88.7		87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		p	95.2		94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	100.0		p	90.2		89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	60.0		p	58.9		55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	40.0	s		56.8	s	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	80.0		p	79.6		77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	100.0		p	70.5		67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	20.0	s		69.7	s	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	80.0		p	78.2		75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	0.0	s		43.4	s	40.3

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

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

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

District 4 - Eastern

#231 - Discovery Collegiate, Bonavista

Grades: 9-12

School

District

Province

[N=28]

School
Below Above
District

[N=1,596]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=28]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	78.6	P	57.4	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	46.4	S	53.1	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	71.4	S	86.6	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	78.6	P	76.8	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	60.7	S	71.8	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	64.3	P	63.4	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	60.7	S	72.6	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	71.4	P	62.0	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	50.0	S	50.1	P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	35.7	S	47.5	S	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	88.9	P	88.7	P	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	92.6	S	95.2	S	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	96.3	P	90.2	P	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	44.4	S	58.9	S	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	66.7	P	56.8	P	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	85.2	P	79.6	P	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	63.0	S	70.5	S	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	77.8	P	69.7	P	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	66.7	S	78.2	S	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	48.2	P	43.4	P	40.3

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

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

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

District 4 - Eastern

#235 - Clarenville High School, Clarenville

Grades: 9-12

School

District

Province

[N=54]

School
Below Above
District

[N=1,596]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=54]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	71.2	p	57.4	p	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	73.1	p	53.1	p	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	90.4	p	86.6	p	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	75.0	s	76.8	s	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	65.4	s	71.8	s	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	51.9	s	63.4	s	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	80.8	p	72.6	p	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	53.9	s	62.0	s	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	53.9	p	50.1	p	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	55.8	p	47.5	p	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	91.5	p	88.7	p	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0	p	95.2	p	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	93.6	p	90.2	p	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	59.6	p	58.9	p	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	66.0	p	56.8	p	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	76.6	s	79.6	s	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	63.8	s	70.5	s	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	70.2	p	69.7	p	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	80.9	p	78.2	p	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	34.0	s	43.4	s	40.3

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

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

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

District 4 - Eastern

#240 - Bishop White School, Port Rexton

Grades: K-12

School

District

Province

[N=5]

School
Below Above
District

[N=1,596]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=5]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	s	57.4	s	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		s	53.1	s	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		p	86.6	p	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		p	76.8	p	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)		s	71.8	s	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		s	63.4	s	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		s	72.6	s	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		p	62.0	p	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		s	50.1	s	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		s	47.5	s	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	p	88.7	p	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	p	95.2	p	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	p	90.2	p	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	s	58.9	s	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	p	56.8	p	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	s	79.6	s	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	s	70.5	s	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	p	69.7	p	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	p	78.2	p	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	s	43.4	s	40.3	

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

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Intermediate English
Provincial Assessment, June 2011
Male 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

School

District

Province

[N=8]

School
Below Above
District

[N=1,596]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=8]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	62.5	P	57.4	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	37.5	S	53.1	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	75.0	S	86.6	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	62.5	S	76.8	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	75.0	P	71.8	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	87.5	P	63.4	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	37.5	S	72.6	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	50.0	S	62.0	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	25.0	S	50.1	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	25.0	S	47.5	S	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	87.5	S	88.7	S	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	75.0	S	95.2	S	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	87.5	S	90.2	S	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	37.5	S	58.9	S	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	12.5	S	56.8	S	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	50.0	S	79.6	S	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	50.0	S	70.5	S	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	75.0	P	69.7	P	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	37.5	S	78.2	S	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	25.0	S	43.4	S	40.3

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

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

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

District 4 - Eastern

#246 - Swift Current Academy, Swift Current		Grades: K-12	School [N=4]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)		<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	P	57.4	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)			S	53.1	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)			P	86.6	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)			S	76.8	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)			P	71.8	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)			S	63.4	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)			P	72.6	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)			S	62.0	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)			P	50.1	P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)			P	47.5	P	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)		P	88.7	P	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)		P	95.2	P	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)		P	90.2	P	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)		P	58.9	P	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)		P	56.8	P	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)		P	79.6	P	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)		P	70.5	P	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)		P	69.7	P	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)		P	78.2	P	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		P	43.4	P	40.3	

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

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

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

District 4 - Eastern

#247 - Roncalli Central High, Avondale		Grades: 7-12	School [N=31]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	51.6	S		57.4	S	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	48.4	S		53.1	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	90.3		P	86.6		84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	87.1		P	76.8		75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	67.7	S		71.8	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	64.5		P	63.4		63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	71.0	S		72.6	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	67.7		P	62.0		58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	54.8		P	50.1		49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	54.8		P	47.5		46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	90.3		P	88.7		87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		P	95.2		94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	96.8		P	90.2		89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	71.0		P	58.9		55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	54.8	S		56.8	S	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	87.1		P	79.6		77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	80.7		P	70.5		67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	54.8	S		69.7	S	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	67.7	S		78.2	S	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	51.6		P	43.4		40.3

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

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

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

District 4 - Eastern

#248 - Amalgamated Academy, Bay Roberts

Grades: 4-9

School

District

Province

[N=76]

School
Below Above
District

[N=1,596]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=76]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	71.4	P	57.4	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	55.7	P	53.1	P	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	84.3	S	86.6	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	81.4	P	76.8	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	80.0	P	71.8	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	65.7	P	63.4	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	77.1	P	72.6	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	54.3	S	62.0	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	42.9	S	50.1	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	47.1	S	47.5	P	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	88.7	P	88.7	P	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	93.0	S	95.2	S	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	98.6	P	90.2	P	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	50.7	S	58.9	S	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	64.8	P	56.8	P	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	80.3	P	79.6	P	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	74.7	P	70.5	P	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	76.1	P	69.7	P	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	69.0	S	78.2	S	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	40.9	S	43.4	P	40.3

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

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

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

District 4 - Eastern

#269 - St. Francis School, Harbour Grace

Grades: 6-9

School

District

Province

[N=46]

School
Below Above
District

[N=1,596]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=46]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	30.2	s	57.4	s	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	46.5	s	53.1	s	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	81.4	s	86.6	s	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	74.4	s	76.8	s	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	72.1	p	71.8	p	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	76.7	p	63.4	p	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	69.8	s	72.6	s	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	51.2	s	62.0	s	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	44.2	s	50.1	s	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	41.9	s	47.5	s	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	81.4	s	88.7	s	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	95.4	p	95.2	p	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	83.7	s	90.2	s	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	58.1	s	58.9	p	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	67.4	p	56.8	p	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	69.8	s	79.6	s	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	62.8	s	70.5	s	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	48.8	s	69.7	s	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	74.4	s	78.2	s	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	37.2	s	43.4	s	40.3

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

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Intermediate English
Provincial Assessment, June 2011
Male 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

School

District

Province

[N=14]

School
Below Above
District

[N=1,596]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=14]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	35.7	S	57.4	S	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	50.0	S	53.1	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	64.3	S	86.6	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	64.3	S	76.8	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	85.7	P	71.8	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	50.0	S	63.4	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	21.4	S	72.6	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	28.6	S	62.0	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	14.3	S	50.1	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	7.1	S	47.5	S	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	92.9	P	88.7	P	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0	P	95.2	P	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	85.7	S	90.2	S	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	35.7	S	58.9	S	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	28.6	S	56.8	S	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	64.3	S	79.6	S	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	57.1	S	70.5	S	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	71.4	P	69.7	P	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	42.9	S	78.2	S	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	14.3	S	43.4	S	40.3

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

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

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

District 4 - Eastern

#280 - Laval High School, Placentia

Grades: 7-12

School

District

Province

[N=23]

School
Below Above
District

[N=1,596]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=23]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	82.6	P	57.4	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	65.2	P	53.1	P	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	65.2	S	86.6	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	65.2	S	76.8	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	73.9	P	71.8	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	56.5	S	63.4	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	65.2	S	72.6	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	69.6	P	62.0	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	52.2	P	50.1	P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	47.8	P	47.5	P	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	95.7	P	88.7	P	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	91.3	S	95.2	S	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	82.6	S	90.2	S	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	60.9	P	58.9	P	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	47.8	S	56.8	S	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	78.3	S	79.6	P	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	78.3	P	70.5	P	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	69.6	S	69.7	P	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	82.6	P	78.2	P	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	34.8	S	43.4	S	40.3

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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

School

[N=21]

District

[N=1,596]

Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

School
Below Above
District

School
Below Above
Province

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=21]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	100.0	P	57.4	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	90.5	P	53.1	P	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	85.7	S	86.6	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	81.0	P	76.8	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	90.5	P	71.8	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	95.2	P	63.4	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	85.7	P	72.6	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	71.4	P	62.0	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	76.2	P	50.1	P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	71.4	P	47.5	P	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	90.5	P	88.7	P	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	90.5	S	95.2	S	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	90.5	P	90.2	P	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	61.9	P	58.9	P	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	42.9	S	56.8	S	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	90.5	P	79.6	P	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	85.7	P	70.5	P	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	81.0	P	69.7	P	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	81.0	P	78.2	P	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	47.6	P	43.4	P	40.3

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

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

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

District 4 - Eastern

#286 - Fatima Academy, St. Bride's

Grades: K-12

School

[N=5]

District

[N=1,596]

Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

		School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Poetic					
1.	Analysis - Analyze form (<i>form of poetry</i>)		p 57.4	p	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		s 53.1	s	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		p 86.6	p	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		p 76.8	p	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)		p 71.8	p	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		p 63.4	p	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		p 72.6	p	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		p 62.0	p	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		p 50.1	p	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		p 47.5	p	46.1
Informational					
11.	Analysis - Analyze content of text (<i>purpose of text</i>)		p 88.7	p	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)		p 95.2	p	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)		s 90.2	s	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)		p 58.9	p	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)		s 56.8	s	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)		s 79.6	s	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)		p 70.5	p	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)		s 69.7	s	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)		p 78.2	p	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		p 43.4	p	40.3

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

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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	School [N=13]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	100.0		P	57.4	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	30.8	S		53.1	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	76.9	S		86.6	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	100.0		P	76.8	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	92.3		P	71.8	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	53.9	S		63.4	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	92.3		P	72.6	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	76.9		P	62.0	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	61.5		P	50.1	P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	53.9		P	47.5	P	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	76.9	S		88.7	S	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	92.3	S		95.2	S	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	92.3		P	90.2	P	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	76.9		P	58.9	P	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	61.5		P	56.8	P	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	76.9	S		79.6	S	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	84.6		P	70.5	P	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	92.3		P	69.7	P	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	61.5	S		78.2	S	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	61.5		P	43.4	P	40.3

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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

School

[N=14]

District

[N=1,596]

Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

School
Below Above
District

School
Below Above
Province

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=14]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	69.2	P	57.4	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	69.2	P	53.1	P	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	100.0	P	86.6	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	84.6	P	76.8	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	76.9	P	71.8	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	61.5	S	63.4	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	92.3	P	72.6	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	53.9	S	62.0	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	46.2	S	50.1	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	61.5	P	47.5	P	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	84.6	S	88.7	S	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	84.6	S	95.2	S	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	100.0	P	90.2	P	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	84.6	P	58.9	P	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	92.3	P	56.8	P	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	92.3	P	79.6	P	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	84.6	P	70.5	P	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	69.2	S	69.7	P	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	92.3	P	78.2	P	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	30.8	S	43.4	S	40.3

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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

School

District

Province

[N=7]

School
Below Above
District

[N=1,596]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=7]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	28.6	S	57.4	S	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	42.9	S	53.1	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	57.1	S	86.6	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	28.6	S	76.8	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	57.1	S	71.8	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	57.1	S	63.4	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	57.1	S	72.6	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	57.1	S	62.0	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	14.3	S	50.1	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	71.4	P	47.5	P	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	71.4	S	88.7	S	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	71.4	S	95.2	S	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	100.0	P	90.2	P	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	71.4	P	58.9	P	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	42.9	S	56.8	S	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	71.4	S	79.6	S	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	42.9	S	70.5	S	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	14.3	S	69.7	S	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	57.1	S	78.2	S	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	57.1	P	43.4	P	40.3

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

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Intermediate English
Provincial Assessment, June 2011
Male 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

School

[N=78]

District

[N=1,596]

Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

School
Below Above
District

School
Below Above
Province

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=78]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	65.3	P	57.4	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	48.6	S	53.1	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	81.9	S	86.6	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	73.6	S	76.8	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	88.9	P	71.8	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	69.4	P	63.4	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	76.4	P	72.6	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	56.9	S	62.0	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	51.4	P	50.1	P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	44.4	S	47.5	S	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	88.9	P	88.7	P	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0	P	95.2	P	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	91.7	P	90.2	P	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	58.3	S	58.9	P	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	55.6	S	56.8	S	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	83.3	P	79.6	P	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	72.2	P	70.5	P	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	76.4	P	69.7	P	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	75.0	S	78.2	S	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	34.7	S	43.4	S	40.3

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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

School

District

Province

[N=107]

School
Below Above
District

[N=1,596]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=107]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	83.8	P	57.4	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	57.6	P	53.1	P	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	93.9	P	86.6	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	81.8	P	76.8	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	72.7	P	71.8	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	63.6	P	63.4	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	81.8	P	72.6	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	64.7	P	62.0	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	59.6	P	50.1	P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	56.6	P	47.5	P	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	83.0	S	88.7	S	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	97.0	P	95.2	P	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	98.0	P	90.2	P	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	67.0	P	58.9	P	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	57.0	P	56.8	S	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	89.0	P	79.6	P	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	72.0	P	70.5	P	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	72.0	P	69.7	P	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	78.0	S	78.2	P	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	44.0	P	43.4	P	40.3

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

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

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

District 4 - Eastern

#307 - Mobile Central High, Mobile		Grades: 7-12	School [N=18]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	33.3	S		57.4	S	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	55.6		P	53.1		P
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	83.3	S		86.6	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	94.4		P	76.8		P
5.	Application - Use strategies to construct meaning (<i>mood</i>)	66.7	S		71.8	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	44.4	S		63.4	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	66.7	S		72.6	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	55.6	S		62.0	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	61.1		P	50.1		P
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	66.7		P	47.5		P
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	88.9		P	88.7		P
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		P	95.2		P
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	88.9	S		90.2	S	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	55.6	S		58.9		P
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	55.6	S		56.8	S	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	77.8	S		79.6	S	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	77.8		P	70.5		P
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	61.1	S		69.7	S	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	88.9		P	78.2		P
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	38.9	S		43.4	S	40.3

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

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

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

District 4 - Eastern

#310 - Mount Pearl Intermediate, Mount Pearl		Grades: 5-9	School [N=104]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	41.6	S		57.4	S	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	52.5	S		53.1	P	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	90.1		P	86.6	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	75.3	S		76.8	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	74.3		P	71.8	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	66.3		P	63.4	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	67.3	S		72.6	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	66.3		P	62.0	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	53.5		P	50.1	P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	52.5		P	47.5	P	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	95.1		P	88.7	P	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	98.0		P	95.2	P	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	94.1		P	90.2	P	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	61.4		P	58.9	P	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	49.5	S		56.8	S	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	83.2		P	79.6	P	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	74.3		P	70.5	P	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	66.3	S		69.7	S	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	85.2		P	78.2	P	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	49.5		P	43.4	P	40.3

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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	School [N=115]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	52.3	s	57.4	s	59.6	
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	46.9	s	53.1	s	51.1	
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	89.2	p	86.6	p	84.4	
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	72.1	s	76.8	s	75.6	
5.	Application - Use strategies to construct meaning (<i>mood</i>)	69.4	s	71.8	s	70.4	
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	66.7	p	63.4	p	63.0	
7.	Application - Use strategies to construct meaning (<i>personification</i>)	72.1	s	72.6	s	72.2	
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	64.9	p	62.0	p	58.8	
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	40.5	s	50.1	s	49.7	
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	46.9	s	47.5	p	46.1	
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	92.7	p	88.7	p	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	93.6	s	95.2	s	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	89.1	s	90.2	s	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	64.6	p	58.9	p	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	47.3	s	56.8	s	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	80.9	p	79.6	p	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	74.6	p	70.5	p	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	63.6	s	69.7	s	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	84.6	p	78.2	p	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	40.9	s	43.4	p	40.3	

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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	School [N=76]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	69.8		P	57.4	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	60.3		P	53.1	P	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	85.7	S		86.6	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	68.3	S		76.8	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	65.1	S		71.8	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	63.5		P	63.4	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	63.5	S		72.6	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	66.7		P	62.0	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	49.2	S		50.1	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	31.8	S		47.5	S	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	91.8		P	88.7	P	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	96.7		P	95.2	P	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	91.8		P	90.2	P	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	68.9		P	58.9	P	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	50.8	S		56.8	S	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	82.0		P	79.6	P	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	73.8		P	70.5	P	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	67.2	S		69.7	S	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	90.2		P	78.2	P	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	50.8		P	43.4	P	40.3

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

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Intermediate English
Provincial Assessment, June 2011
Male 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	School [N=53]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	39.6	S		57.4	S	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	62.3		P	53.1		P 51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	83.0	S		86.6	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	75.5	S		76.8	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	83.0		P	71.8		P 70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	62.3	S		63.4	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	69.8	S		72.6	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	67.9		P	62.0		P 58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	43.4	S		50.1	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	45.3	S		47.5	S	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	92.3		P	88.7		P 87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	88.5	S		95.2	S	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	82.7	S		90.2	S	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	55.8	S		58.9		P 55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	67.3		P	56.8		P 57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	82.7		P	79.6		P 77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	69.2	S		70.5		P 67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	78.9		P	69.7		P 68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	82.7		P	78.2		P 75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	42.3	S		43.4		P 40.3

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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

School

[N=83]

District

[N=1,596]

Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

School
Below Above
District

School
Below Above
Province

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=83]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	50.6	s	57.4	s	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	44.4	s	53.1	s	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	85.2	s	86.6	p	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	70.4	s	76.8	s	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	76.5	p	71.8	p	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	60.5	s	63.4	s	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	67.9	s	72.6	s	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	60.5	s	62.0	p	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	61.7	p	50.1	p	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	37.0	s	47.5	s	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	81.3	s	88.7	s	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	96.3	p	95.2	p	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	83.8	s	90.2	s	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	60.0	p	58.9	p	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	58.8	p	56.8	p	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	76.3	s	79.6	s	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	72.5	p	70.5	p	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	62.5	s	69.7	s	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	71.3	s	78.2	s	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	47.5	p	43.4	p	40.3

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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	School [N=36]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	63.9		P	57.4	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	77.8		P	53.1	P	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	97.2		P	86.6	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	91.7		P	76.8	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	75.0		P	71.8	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	50.0		S	63.4	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	69.4		S	72.6	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	63.9		P	62.0	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	63.9		P	50.1	P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	61.1		P	47.5	P	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	97.1		P	88.7	P	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		P	95.2	P	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	88.6		S	90.2	S	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	54.3		S	58.9	S	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	51.4		S	56.8	S	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	88.6		P	79.6	P	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	60.0		S	70.5	S	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	80.0		P	69.7	P	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	82.9		P	78.2	P	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	57.1		P	43.4	P	40.3

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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

School

[N=116]

District

[N=1,596]

Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

School
Below Above
District

School
Below Above
Province

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=116]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	44.0	s	57.4	s	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	55.1	p	53.1	p	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	86.2	s	86.6	p	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	82.6	p	76.8	p	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	66.1	s	71.8	s	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	58.7	s	63.4	s	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	75.2	p	72.6	p	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	66.1	p	62.0	p	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	58.7	p	50.1	p	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	49.5	p	47.5	p	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	89.1	p	88.7	p	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	99.1	p	95.2	p	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	89.1	s	90.2	s	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	54.6	s	58.9	s	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	49.1	s	56.8	s	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	80.0	p	79.6	p	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	76.4	p	70.5	p	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	68.2	s	69.7	p	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	82.7	p	78.2	p	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	57.3	p	43.4	p	40.3

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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	School [N=10]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	40.0	S		57.4	S	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	50.0	S		53.1	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	100.0		P	86.6		84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	60.0	S		76.8	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	60.0	S		71.8	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	90.0		P	63.4		63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	70.0	S		72.6	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	40.0	S		62.0	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	50.0	S		50.1		49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	50.0		P	47.5		46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	90.0		P	88.7		87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	80.0	S		95.2	S	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	100.0		P	90.2		89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	80.0		P	58.9		55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	70.0		P	56.8		57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	80.0		P	79.6		77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	80.0		P	70.5		67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	50.0	S		69.7	S	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	70.0	S		78.2	S	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	60.0		P	43.4		40.3

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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	School [N=57]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	59.6		P	57.4	S	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	51.9	S		53.1	P	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	90.4		P	86.6	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	73.1	S		76.8	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	71.2	S		71.8	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	51.9	S		63.4	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	84.6		P	72.6	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	59.6	S		62.0	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	42.3	S		50.1	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	38.5	S		47.5	S	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	90.4		P	88.7	P	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		P	95.2	P	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	92.3		P	90.2	P	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	51.9	S		58.9	S	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	71.2		P	56.8	P	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	78.9	S		79.6	P	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	67.3	S		70.5	S	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	75.0		P	69.7	P	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	80.8		P	78.2	P	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	48.1		P	43.4	P	40.3

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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

School

District

Province

[N=56]

School
Below Above
District

[N=1,596]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=56]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	44.6	S	57.4	S	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	48.2	S	53.1	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	85.7	S	86.6	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	87.5	P	76.8	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	69.6	S	71.8	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	55.4	S	63.4	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	73.2	P	72.6	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	62.5	P	62.0	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	69.6	P	50.1	P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	58.9	P	47.5	P	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	89.3	P	88.7	P	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	96.4	P	95.2	P	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	89.3	S	90.2	P	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	57.1	S	58.9	P	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	57.1	P	56.8	S	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	91.1	P	79.6	P	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	82.1	P	70.5	P	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	82.1	P	69.7	P	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	80.4	P	78.2	P	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	39.3	S	43.4	S	40.3

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

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

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

District 4 - Eastern

#368 - Holy Trinity High, Torbay

Grades: 7-12

School

District

Province

[N=58]

School
Below Above
District

[N=1,596]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=58]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	63.8	P	57.4	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	55.2	P	53.1	P	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	93.1	P	86.6	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	81.0	P	76.8	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	67.2	S	71.8	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	51.7	S	63.4	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	81.0	P	72.6	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	75.9	P	62.0	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	39.7	S	50.1	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	43.1	S	47.5	S	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	86.2	S	88.7	S	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0	P	95.2	P	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	89.7	S	90.2	P	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	60.3	P	58.9	P	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	63.8	P	56.8	P	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	81.0	P	79.6	P	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	70.7	P	70.5	P	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	74.1	P	69.7	P	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	79.3	P	78.2	P	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	37.9	S	43.4	S	40.3

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

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

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

District 4 - Eastern

#370 - Stella Maris Academy, Trepassey

Grades: K-12

School

[N=3]

District

[N=1,596]

Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

School
Below Above
District

School
Below Above
Province

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]	
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	s	57.4	s	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		p	53.1	p	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		s	86.6	s	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		p	76.8	p	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)		s	71.8	s	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		s	63.4	s	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		p	72.6	p	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		p	62.0	p	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		s	50.1	s	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		s	47.5	s	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	p	88.7	p	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	p	95.2	p	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	p	90.2	p	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	p	58.9	p	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	p	56.8	p	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	s	79.6	s	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	s	70.5	s	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	s	69.7	s	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	p	78.2	p	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	s	43.4	s	40.3	

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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	School [N=6]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	100.0		P	57.4	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	100.0		P	53.1	P	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	83.3	S		86.6	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	100.0		P	76.8	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	83.3		P	71.8	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	100.0		P	63.4	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	100.0		P	72.6	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	83.3		P	62.0	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	66.7		P	50.1	P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	83.3		P	47.5	P	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	100.0		P	88.7	P	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		P	95.2	P	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	83.3	S		90.2	S	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	83.3		P	58.9	P	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	83.3		P	56.8	P	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	100.0		P	79.6	P	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	83.3		P	70.5	P	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	83.3		P	69.7	P	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	100.0		P	78.2	P	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	50.0		P	43.4	P	40.3

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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

School

District

Province

[N=7]

School
Below Above
District

[N=1,596]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=7]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	40.0	S	57.4	S	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	40.0	S	53.1	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	80.0	S	86.6	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	80.0	P	76.8	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	60.0	S	71.8	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	80.0	P	63.4	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	80.0	P	72.6	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	60.0	S	62.0	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	40.0	S	50.1	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	40.0	S	47.5	S	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	100.0	P	88.7	P	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	80.0	S	95.2	S	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	80.0	S	90.2	S	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	60.0	P	58.9	P	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	80.0	P	56.8	P	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	100.0	P	79.6	P	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	80.0	P	70.5	P	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	80.0	P	69.7	P	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	80.0	P	78.2	P	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	80.0	P	43.4	P	40.3

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

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Intermediate English
Provincial Assessment, June 2011
Male 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

School

District

Province

[N=8]

School
Below Above
District

[N=1,596]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=8]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	71.4	P	57.4	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	71.4	P	53.1	P	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	71.4	S	86.6	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	71.4	S	76.8	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	100.0	P	71.8	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	28.6	S	63.4	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	71.4	S	72.6	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	28.6	S	62.0	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	57.1	P	50.1	P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	71.4	P	47.5	P	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	83.3	S	88.7	S	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	66.7	S	95.2	S	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	83.3	S	90.2	S	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	66.7	P	58.9	P	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	50.0	S	56.8	S	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	50.0	S	79.6	S	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	33.3	S	70.5	S	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	83.3	P	69.7	P	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	83.3	P	78.2	P	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	33.3	S	43.4	S	40.3

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

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

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

District 4 - Eastern

#442 - Persalvic Elementary, Victoria

Grades: K-9

School

District

Province

[N=28]

School
Below Above
District

[N=1,596]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=28]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	32.1	S	57.4	S	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	42.9	S	53.1	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	85.7	S	86.6	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	57.1	S	76.8	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	57.1	S	71.8	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	60.7	S	63.4	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	71.4	S	72.6	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	53.6	S	62.0	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	25.0	S	50.1	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	42.9	S	47.5	S	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	85.7	S	88.7	S	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	92.9	S	95.2	S	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	85.7	S	90.2	S	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	46.4	S	58.9	S	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	42.9	S	56.8	S	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	67.9	S	79.6	S	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	60.7	S	70.5	S	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	46.4	S	69.7	S	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	75.0	S	78.2	S	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	39.3	S	43.4	S	40.3

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

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

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

District 4 - Eastern

#447 - Baltimore School Complex, Ferryland

Grades: K-12

School

District

Province

[N=7]

School
Below Above
District

[N=1,596]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=7]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	85.7	P	57.4	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	71.4	P	53.1	P	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	100.0	P	86.6	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	85.7	P	76.8	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	85.7	P	71.8	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	85.7	P	63.4	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	71.4	S	72.6	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	85.7	P	62.0	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	57.1	P	50.1	P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	57.1	P	47.5	P	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	85.7	S	88.7	S	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0	P	95.2	P	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	85.7	S	90.2	S	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	57.1	S	58.9	P	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	85.7	P	56.8	P	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	71.4	S	79.6	S	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	100.0	P	70.5	P	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	100.0	P	69.7	P	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	85.7	P	78.2	P	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	71.4	P	43.4	P	40.3

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

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

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

District 4 - Eastern

#452 - District School, St. John's

Grades: 7-11

School

[N=1]

District

[N=1,596]

Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

		School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]	
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	S	57.4	S	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		S	53.1	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		S	86.6	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		S	76.8	S	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)		P	71.8	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		P	63.4	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		S	72.6	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		P	62.0	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		S	50.1	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		S	47.5	S	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	P	88.7	P	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	P	95.2	P	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	P	90.2	P	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	P	58.9	P	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	S	56.8	S	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	P	79.6	P	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	P	70.5	P	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	S	69.7	S	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	P	78.2	P	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	P	43.4	P	40.3	

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

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

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

District 4 - Eastern

#464 - Crescent Collegiate, Blaketown

Grades: 7-12

School

District

Province

[N=40]

School
Below Above
District

[N=1,596]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=40]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	75.0	p	57.4	p	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	42.5	s	53.1	s	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	90.0	p	86.6	p	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	80.0	p	76.8	p	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	42.5	s	71.8	s	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	70.0	p	63.4	p	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	57.5	s	72.6	s	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	55.0	s	62.0	s	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	32.5	s	50.1	s	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	32.5	s	47.5	s	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	90.0	p	88.7	p	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	95.0	s	95.2	p	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	90.0	s	90.2	p	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	60.0	p	58.9	p	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	57.5	p	56.8	p	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	70.0	s	79.6	s	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	57.5	s	70.5	s	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	67.5	s	69.7	s	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	70.0	s	78.2	s	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	40.0	s	43.4	s	40.3

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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	School [N=25]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	33.3	s		57.4	s	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	41.7	s		53.1	s	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	79.2	s		86.6	s	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	70.8	s		76.8	s	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	66.7	s		71.8	s	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	79.2		p	63.4		p
7.	Application - Use strategies to construct meaning (<i>personification</i>)	70.8	s		72.6	s	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	50.0	s		62.0	s	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	54.2		p	50.1		p
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	29.2	s		47.5	s	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	72.7	s		88.7	s	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	77.3	s		95.2	s	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	90.9		p	90.2		p
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	59.1		p	58.9		p
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	36.4	s		56.8	s	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	40.9	s		79.6	s	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	59.1	s		70.5	s	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	59.1	s		69.7	s	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	72.7	s		78.2	s	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	18.2	s		43.4	s	40.3

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

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

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

District 4 - Eastern

#471 - Heritage Collegiate, Lethbridge		Grades: 7-12	School [N=17]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	85.7		P	57.4	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	14.3	S		53.1	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	92.9		P	86.6	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	85.7		P	76.8	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	28.6	S		71.8	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	71.4		P	63.4	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	100.0		P	72.6	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	35.7	S		62.0	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	21.4	S		50.1	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	35.7	S		47.5	S	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	78.6	S		88.7	S	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	85.7	S		95.2	S	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	78.6	S		90.2	S	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	42.9	S		58.9	S	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	64.3		P	56.8	P	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	64.3	S		79.6	S	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	42.9	S		70.5	S	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	71.4		P	69.7	P	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	78.6		P	78.2	P	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	14.3	S		43.4	S	40.3

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

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

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

District 4 - Eastern

#476 - Baccalieu Collegiate, Old Perlican		Grades: 7-12	School [N=14]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	85.7		P	57.4	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	42.9	S		53.1	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	100.0		P	86.6	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	78.6		P	76.8	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	78.6		P	71.8	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	71.4		P	63.4	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	71.4	S		72.6	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	57.1	S		62.0	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	42.9	S		50.1	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	50.0		P	47.5	P	46.1
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	92.9		P	88.7	P	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		P	95.2	P	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	92.9		P	90.2	P	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	42.9	S		58.9	S	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	64.3		P	56.8	P	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	71.4	S		79.6	S	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	50.0	S		70.5	S	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	64.3	S		69.7	S	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	64.3	S		78.2	S	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	35.7	S		43.4	S	40.3

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

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

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

District 4 - Eastern

#924 - Tricentia Academy, Arnold's Cove

Grades: K-12

School

[N=13]

District

[N=1,596]

Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

School
Below Above
District

School
Below Above
Province

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=13]	School Below Above District	District [N=1,596]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	100.0	P	57.4	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	50.0	S	53.1	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	91.7	P	86.6	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	91.7	P	76.8	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	83.3	P	71.8	P	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	91.7	P	63.4	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	83.3	P	72.6	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	66.7	P	62.0	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	83.3	P	50.1	P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	75.0	P	47.5	P	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	100.0	P	88.7	P	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0	P	95.2	P	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	83.3	S	90.2	S	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	66.7	P	58.9	P	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	75.0	P	56.8	P	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	83.3	P	79.6	P	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	75.0	P	70.5	P	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	83.3	P	69.7	P	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	91.7	P	78.2	P	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	41.7	S	43.4	P	40.3

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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

School

District

Province

[N=3]

School
Below Above
District

[N=20]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=3]	School Below Above District	District [N=20]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	S	60.0	S	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		S	70.0	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		S	90.0	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		P	70.0	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)		S	85.0	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		S	60.0	S	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		P	75.0	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		S	75.0	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		S	75.0	P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		P	75.0	P	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	S	95.0	S	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	P	100.0	P	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	P	90.0	P	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	S	75.0	P	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	P	70.0	P	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	P	90.0	P	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	P	80.0	P	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	P	65.0	S	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	S	75.0	S	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	S	60.0	S	40.3	

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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	School [N=13]	School Below Above District	District [N=20]	School Below Above Province	Province [N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	61.5	P	60.0	P	59.6	
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	92.3	P	70.0	P	51.1	
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	100.0	P	90.0	P	84.4	
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	53.9	S	70.0	S	75.6	
5.	Application - Use strategies to construct meaning (<i>mood</i>)	100.0	P	85.0	P	70.4	
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	53.9	S	60.0	S	63.0	
7.	Application - Use strategies to construct meaning (<i>personification</i>)	84.6	P	75.0	P	72.2	
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	92.3	P	75.0	P	58.8	
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	92.3	P	75.0	P	49.7	
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	84.6	P	75.0	P	46.1	
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	100.0	P	95.0	P	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0	P	100.0	P	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	84.6	S	90.0	S	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	84.6	P	75.0	P	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	76.9	P	70.0	P	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	92.3	P	90.0	P	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	84.6	P	80.0	P	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	69.2	P	65.0	P	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	92.3	P	75.0	P	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	76.9	P	60.0	P	40.3	

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

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Intermediate English
Provincial Assessment, June 2011
Male 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

School

District

Province

[N=3]

School
Below Above
District

[N=20]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=3]	School Below Above District	District [N=20]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	P	60.0	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		S	70.0	P	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		S	90.0	S	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		P	70.0	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)		S	85.0	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		P	60.0	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		S	75.0	S	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		S	75.0	S	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		S	75.0	S	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		S	75.0	S	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	P	95.0	P	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	P	100.0	P	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	P	90.0	P	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	S	75.0	S	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	S	70.0	S	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	S	90.0	S	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	S	80.0	S	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	S	65.0	S	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	S	75.0	S	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	S	60.0	S	40.3	

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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

School

District

Province

[N=1]

School
Below Above
District

[N=20]

School
Below Above
Province

[N=2,707]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=1]	School Below Above District	District [N=20]	School Below Above Province	Province [N=2,707]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality</i>	P	60.0	P	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		S	70.0	S	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		P	90.0	P	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		P	70.0	P	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)		S	85.0	S	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		P	60.0	P	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)		P	75.0	P	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		P	75.0	P	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		P	75.0	P	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		S	75.0	S	46.1
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	P	95.0	P	87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	P	100.0	P	94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	P	90.0	P	89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	P	75.0	P	55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	P	70.0	P	57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	P	90.0	P	77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	P	80.0	P	67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	P	65.0	P	68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	P	75.0	P	75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	S	60.0	S	40.3	

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

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

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

District 804 - Native Federal

#018 - Sheshatshiu Innu School, Sheshatshiu		Grades: K-12	School	District	Province
			[N=6]	[N=6]	[N=2,707]
Item	Cognitive Level - Outcome (<i>item parameter</i>)		School Below Above District	School Below Above Province	
Poetic					
1.	Analysis - Analyze form (<i>form of poetry</i>)	100.0	P	0.0	59.6
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	16.7	S	66.7	51.1
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	66.7	P	50.0	84.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	50.0	S	66.7	75.6
5.	Application - Use strategies to construct meaning (<i>mood</i>)	66.7	P	66.7	70.4
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	83.3	P	50.0	63.0
7.	Application - Use strategies to construct meaning (<i>personification</i>)	83.3	P	50.0	72.2
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	0.0	P	0.0	58.8
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	0.0	S	16.7	49.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	16.7	S	33.3	46.1
Informational					
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	60.0	S	100.0	87.7
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	0.0	S	83.3	94.3
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	40.0	S	50.0	89.2
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	60.0	P	33.3	55.5
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	0.0	S	50.0	57.2
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	80.0	P	50.0	77.9
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	0.0	S	66.7	67.6
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	100.0	P	66.7	68.1
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	20.0	S	33.3	75.3
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	0.0	S	16.7	40.3

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

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**Intermediate English
Provincial Assessment, June 2011
Male 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		School		District		Province	
		[N=6]	School Below Above District	[N=6]	School Below Above Province	[N=2,707]			
Item	Cognitive Level - Outcome (<i>item parameter</i>)								
Poetic									
1.	Analysis - Analyze form (<i>form of poetry</i>)	0.0	P	0.0	S			59.6	
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	66.7	P	66.7	P			51.1	
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	50.0	P	50.0	S			84.4	
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	66.7	P	66.7	S			75.6	
5.	Application - Use strategies to construct meaning (<i>mood</i>)	66.7	P	66.7	S			70.4	
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	50.0	P	50.0	S			63.0	
7.	Application - Use strategies to construct meaning (<i>personification</i>)	50.0	P	50.0	S			72.2	
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	0.0	P	0.0	S			58.8	
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	16.7	P	16.7	S			49.7	
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	33.3	P	33.3	S			46.1	
Informational									
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	100.0	P	100.0	P			87.7	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	83.3	P	83.3	S			94.3	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	50.0	P	50.0	S			89.2	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	33.3	P	33.3	S			55.5	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	50.0	P	50.0	S			57.2	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	50.0	P	50.0	S			77.9	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	66.7	P	66.7	S			67.6	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	66.7	P	66.7	S			68.1	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	33.3	P	33.3	S			75.3	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	16.7	P	16.7	S			40.3	

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

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