District 1 - Labrador

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

School #: 001 St. Peter's School, Black Tickle Grades: 1-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=1]	District [N=188]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	89.7	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)		91.0	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)		76.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)		66.5	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)		58.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)		72.3	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)		58.1	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)		40.7	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)		24.5	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)		33.6	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)		N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)		N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)		N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)		N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)		N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		74.4	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		53.9	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)		82.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		91.7	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)		69.9	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)		90.4	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)		59.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		51.9	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)		35.9	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)		40.4	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)		N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)		N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)		N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)		N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)		N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

School #: 002 Henry Gordon Academy, Cartwright Grades: K-8,10-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=6]	District [N=188]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	89.7	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	60.0	91.0	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	60.0	76.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	40.0	66.5	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	60.0	58.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	80.0	72.3	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	60.0	58.1	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	40.0	40.7	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	0.0	24.5	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	40.0	33.6	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	60.0	74.4	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	40.0	53.9	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	40.0	82.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	91.7	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	60.0	69.9	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	90.4	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	0.0	59.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	40.0	51.9	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	20.0	35.9	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	40.0	40.4	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

District 1 - Labrador

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=61]	District [N=188]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	88.2	89.7	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	90.2	91.0	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	80.4	76.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	80.4	66.5	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	52.9	58.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	68.6	72.3	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	60.8	58.1	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	43.1	40.7	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	33.3	24.5	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	31.4	33.6	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	82.4	74.4	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	51.0	53.9	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	84.3	82.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	94.1	91.7	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	68.6	69.9	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	94.1	90.4	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	68.6	59.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	45.1	51.9	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	37.3	35.9	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	33.3	40.4	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

District 1 - Labrador

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=8]	District [N=188]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	71.4	89.7	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	71.4	91.0	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	100.0	76.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	42.9	66.5	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	57.1	58.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	57.1	72.3	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	14.3	58.1	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	0.0	40.7	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	0.0	24.5	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	14.3	33.6	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	42.9	74.4	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	28.6	53.9	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	42.9	82.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	57.1	91.7	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	28.6	69.9	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	57.1	90.4	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	28.6	59.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	42.9	51.9	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	42.9	35.9	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	42.9	40.4	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

District 1 - Labrador

School #: 008 A. P. Low Primary, Labrador City Grades: K-3

Item	Cognitive Level - Outcome (*item parameter*)	School [N=77]	District [N=188]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	92.1	89.7	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	95.2	91.0	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	71.4	76.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	63.5	66.5	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	68.3	58.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	76.2	72.3	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	65.1	58.1	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	39.7	40.7	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	19.1	24.5	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	33.3	33.6	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	67.2	74.4	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	52.5	53.9	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	88.5	82.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	93.4	91.7	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	77.1	69.9	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	93.4	90.4	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	70.5	59.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	55.7	51.9	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	34.4	35.9	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	41.0	40.4	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

School #: 012 J.C. Erhardt Memorial School, Makkovik Grades: K-4,6-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=4]	District [N=188]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	89.7	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)		91.0	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)		76.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)		66.5	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)		58.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)		72.3	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)		58.1	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)		40.7	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)		24.5	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)		33.6	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)		N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)		N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)		N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)		N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)		N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		74.4	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		53.9	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)		82.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		91.7	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)		69.9	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)		90.4	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)		59.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		51.9	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)		35.9	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)		40.4	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)		N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)		N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)		N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)		N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)		N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

District 1 - Labrador

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=19]	District [N=188]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	89.7	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	83.3	91.0	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	75.0	76.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	25.0	66.5	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	50.0	58.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	75.0	72.3	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	41.7	58.1	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	41.7	40.7	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	25.0	24.5	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	50.0	33.6	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	80.0	74.4	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	46.7	53.9	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	73.3	82.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	93.3	91.7	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	60.0	69.9	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	80.0	90.4	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	26.7	59.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	53.3	51.9	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	40.0	35.9	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	60.0	40.4	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=6]	District [N=188]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	83.3	89.7	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	91.0	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	66.7	76.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	83.3	66.5	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	66.7	58.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	83.3	72.3	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	50.0	58.1	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	83.3	40.7	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	50.0	24.5	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	33.3	33.6	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	83.3	74.4	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	83.3	53.9	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	83.3	82.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	83.3	91.7	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	50.0	69.9	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	83.3	90.4	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	16.7	59.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	50.0	51.9	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	16.7	35.9	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	33.3	40.4	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=1]	District [N=188]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	89.7	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)		91.0	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)		76.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)		66.5	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)		58.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)		72.3	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)		58.1	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)		40.7	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)		24.5	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)		33.6	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)		N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)		N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)		N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)		N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)		N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		74.4	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		53.9	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)		82.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		91.7	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)		69.9	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)		90.4	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)		59.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		51.9	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)		35.9	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)		40.4	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)		N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)		N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)		N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)		N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)		N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=5]	District [N=188]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	89.7	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)		91.0	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)		76.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)		66.5	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)		58.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)		72.3	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)		58.1	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)		40.7	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)		24.5	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)		33.6	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)		N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)		N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)		N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)		N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)		N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		74.4	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		53.9	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)		82.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		91.7	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)		69.9	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)		90.4	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)		59.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		51.9	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)		35.9	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)		40.4	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)		N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)		N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)		N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)		N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)		N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=1]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)		90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)		83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)		75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)		58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)		65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)		59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)		51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)		29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)		34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)		N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)		N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)		N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)		N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)		N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)		85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)		75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)		89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)		61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)		38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)		46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)		N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)		N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)		N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)		N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)		N/A	N/A

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

District 2 - Western

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

School #: 023 Sacred Heart AG, Conche Grades: 1,3-5,7-10,12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=1]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)		90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)		83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)		75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)		58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)		65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)		59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)		51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)		29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)		34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)		N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)		N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)		N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)		N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)		N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)		85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)		75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)		89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)		61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)		38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)		46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)		N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)		N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)		N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)		N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)		N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=5]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)		90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)		83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)		75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)		58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)		65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)		59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)		51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)		29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)		34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)		N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)		N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)		N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)		N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)		N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)		85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)		75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)		89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)		61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)		38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)		46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)		N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)		N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)		N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)		N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)		N/A	N/A

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

District 2 - Western

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=15]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	93.3	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	80.0	90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	93.3	83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	86.7	75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	86.7	58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	46.7	65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	53.3	59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	66.7	51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	20.0	29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	26.7	34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	80.0	74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	66.7	58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	93.3	85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	100.0	75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	80.0	61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	53.3	56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	40.0	38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	53.3	46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=3]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)		90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)		83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)		75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)		58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)		65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)		59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)		51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)		29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)		34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)		N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)		N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)		N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)		N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)		N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)		85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)		75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)		89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)		61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)		38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)		46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)		N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)		N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)		N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)		N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)		N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=2]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)		90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)		83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)		75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)		58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)		65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)		59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)		51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)		29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)		34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)		N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)		N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)		N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)		N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)		N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)		85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)		75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)		89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)		61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)		38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)		46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)		N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)		N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)		N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)		N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)		N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=2]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)		90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)		83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)		75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)		58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)		65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)		59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)		51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)		29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)		34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)		N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)		N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)		N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)		N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)		N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)		85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)		75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)		89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)		61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)		38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)		46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)		N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)		N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)		N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)		N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)		N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=1]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)		90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)		83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)		75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)		58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)		65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)		59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)		51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)		29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)		34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)		N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)		N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)		N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)		N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)		N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)		85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)		75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)		89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)		61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)		38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)		46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)		N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)		N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)		N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)		N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)		N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

School #: 053 St. Anthony Elementary, St. Anthony Grades: K-7

Item	Cognitive Level - Outcome (*item parameter*)	School [N=27]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	95.8	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	87.5	90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	66.7	83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	62.5	75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	54.2	58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	54.2	65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	70.8	59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	62.5	51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	4.2	29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	33.3	34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	79.2	74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	62.5	58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	75.0	85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	75.0	90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	75.0	75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	75.0	89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	62.5	61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	45.8	56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	45.8	38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	41.7	46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

School #: 054 St. Lewis Academy, St. Lewis Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=1]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)		90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)		83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)		75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)		58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)		65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)		59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)		51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)		29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)		34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)		N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)		N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)		N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)		N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)		N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)		85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)		75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)		89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)		61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)		38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)		46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)		N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)		N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)		N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)		N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)		N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=22]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	94.1	90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	100.0	83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	76.5	75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	52.9	58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	64.7	65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	76.5	59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	35.3	51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	29.4	29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	41.2	34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	70.6	74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	64.7	58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	82.4	85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	94.1	90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	70.6	75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	82.4	89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	35.3	61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	52.9	56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	58.8	38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	58.8	46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=32]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	88.9	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	81.5	90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	81.5	83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	74.1	75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	48.2	58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	70.4	65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	66.7	59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	29.6	51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	22.2	29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	37.0	34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	65.2	74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	34.8	58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	73.9	85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	95.7	90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	65.2	75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	91.3	89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	60.9	61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	52.2	56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	21.7	38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	43.5	46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=49]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	88.6	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	93.2	90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	79.6	83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	86.4	75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	56.8	58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	75.0	65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	81.8	59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	54.6	51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	34.1	29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	36.4	34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	80.0	74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	62.2	58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	88.9	85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	95.6	90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	84.4	75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	88.9	89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	68.9	61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	57.8	56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	48.9	38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	48.9	46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=37]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	91.4	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	91.4	90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	85.7	83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	80.0	75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	71.4	58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	68.6	65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	62.9	59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	65.7	51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	31.4	29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	31.4	34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	83.3	74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	63.9	58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	86.1	85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	97.2	90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	80.6	75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	91.7	89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	63.9	61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	61.1	56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	33.3	38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	52.8	46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=33]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	92.3	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	84.6	90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	76.9	83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	73.1	75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	50.0	58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	61.5	65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	73.1	59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	46.2	51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	19.2	29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	53.9	34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	62.5	74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	58.3	58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	95.8	85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	95.8	90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	83.3	75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	91.7	89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	62.5	61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	50.0	56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	58.3	38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	37.5	46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=20]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	85.0	90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	95.0	83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	70.0	75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	60.0	58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	55.0	65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	25.0	59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	70.0	51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	30.0	29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	15.0	34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	95.0	74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	30.0	58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	80.0	85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	90.0	90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	70.0	75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	95.0	89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	60.0	61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	35.0	56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	30.0	38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	30.0	46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

School #: 072 Holy Cross All Grade School, Daniel's Harbour Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=4]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)		90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)		83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)		75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)		58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)		65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)		59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)		51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)		29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)		34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)		N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)		N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)		N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)		N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)		N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)		85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)		75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)		89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)		61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)		38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)		46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)		N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)		N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)		N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)		N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)		N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=6]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	100.0	83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	75.0	75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	25.0	58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	50.0	65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	50.0	59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	25.0	51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	50.0	29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	0.0	34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	66.7	74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	100.0	58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	100.0	85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	100.0	75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	100.0	61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	66.7	56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	0.0	38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	66.7	46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=8]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	62.5	83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	87.5	75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	75.0	58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	50.0	65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	75.0	59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	62.5	51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	62.5	29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	37.5	34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	100.0	74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	100.0	58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	100.0	85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	87.5	75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	100.0	61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	87.5	56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	37.5	38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	37.5	46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Newfoundland Labrador

District 2 - Western

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=24]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	95.5	90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	81.8	83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	68.2	75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	63.6	58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	81.8	65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	81.8	59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	68.2	51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	40.9	29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	27.3	34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	81.8	74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	81.8	58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	86.4	85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	90.9	90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	86.4	75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	95.5	89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	86.4	61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	72.7	56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	40.9	38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	54.6	46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=32]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	96.6	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	96.6	90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	93.1	83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	86.2	75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	82.8	58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	75.9	65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	41.4	59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	69.0	51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	62.1	29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	48.3	34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	76.7	74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	63.3	58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	90.0	85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	86.7	75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	73.3	61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	80.0	56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	56.7	38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	66.7	46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=11]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	88.9	90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	77.8	83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	77.8	75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	44.4	58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	77.8	65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	55.6	59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	33.3	51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	33.3	29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	22.2	34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	55.6	74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	66.7	58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	77.8	85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	88.9	90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	44.4	75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	88.9	89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	66.7	61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	44.4	56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	33.3	38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	33.3	46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=6]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	80.0	90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	60.0	83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	80.0	75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	40.0	58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	40.0	65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	20.0	59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	40.0	51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	0.0	29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	0.0	34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	75.0	74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	75.0	58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	100.0	85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	100.0	75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	100.0	61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	75.0	56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	0.0	38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	75.0	46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=4]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)		90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)		83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)		75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)		58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)		65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)		59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)		51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)		29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)		34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)		N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)		N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)		N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)		N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)		N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)		85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)		75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)		89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)		61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)		38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)		46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)		N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)		N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)		N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)		N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)		N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=7]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	83.3	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	100.0	83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	33.3	75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	50.0	58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	50.0	65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	100.0	59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	50.0	51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	0.0	29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	33.3	34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	83.3	74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	50.0	58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	50.0	85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	83.3	90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	66.7	75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	50.0	61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	50.0	56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	33.3	38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	16.7	46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=8]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	85.7	90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	100.0	83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	42.9	75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	14.3	58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	42.9	65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	57.1	59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	14.3	51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	14.3	29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	42.9	34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	71.4	74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	0.0	58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	100.0	85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	85.7	90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	57.1	75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	28.6	61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	14.3	56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	14.3	38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	0.0	46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=4]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)		90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)		83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)		75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)		58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)		65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)		59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)		51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)		29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)		34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)		N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)		N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)		N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)		N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)		N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)		85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)		75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)		89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)		61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)		38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)		46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)		N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)		N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)		N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)		N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)		N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=51]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	93.8	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	93.8	90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	79.2	83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	72.9	75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	45.8	58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	62.5	65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	39.6	59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	37.5	51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	35.4	29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	39.6	34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	84.4	74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	60.0	58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	88.9	85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	95.6	90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	73.3	75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	95.6	89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	80.0	61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	55.6	56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	31.1	38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	51.1	46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=9]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	87.5	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	87.5	83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	62.5	75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	37.5	58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	87.5	65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	50.0	59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	12.5	51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	0.0	29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	25.0	34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	77.8	74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	66.7	58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	100.0	85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	100.0	75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	100.0	61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	88.9	56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	33.3	38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	55.6	46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=16]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	91.7	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	91.7	90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	91.7	83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	91.7	75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	58.3	58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	91.7	65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	50.0	59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	75.0	51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	33.3	29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	25.0	34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	76.9	74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	61.5	58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	76.9	85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	92.3	90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	84.6	75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	76.9	89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	61.5	61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	69.2	56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	46.2	38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	69.2	46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=10]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	75.0	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	100.0	83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	100.0	75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	87.5	58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	50.0	65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	75.0	59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	62.5	51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	25.0	29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	25.0	34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	44.4	74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	33.3	58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	77.8	85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	77.8	90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	77.8	75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	88.9	89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	44.4	61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	44.4	56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	22.2	38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	44.4	46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

School #: 113 St. Boniface All Grade, Ramea Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=1]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)		90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)		83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)		75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)		58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)		65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)		59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)		51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)		29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)		34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)		N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)		N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)		N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)		N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)		N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)		85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)		75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)		89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)		61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)		38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)		46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)		N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)		N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)		N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)		N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)		N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=14]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	76.9	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	69.2	83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	61.5	75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	61.5	58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	61.5	65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	23.1	59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	38.5	51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	15.4	29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	23.1	34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	66.7	74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	25.0	58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	50.0	85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	58.3	90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	41.7	75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	58.3	89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	50.0	61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	33.3	56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	25.0	38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	25.0	46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

School #: 120 Stephenville Primary, Stephenville Grades: K-3

Item	Cognitive Level - Outcome (*item parameter*)	School [N=82]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	89.2	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	83.8	90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	78.4	83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	68.9	75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	48.7	58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	55.4	65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	62.2	59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	46.0	51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	18.9	29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	27.0	34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	67.1	74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	53.4	58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	82.2	85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	80.8	90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	60.3	75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	82.2	89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	48.0	61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	48.0	56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	38.4	38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	48.0	46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=15]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	100.0	83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	91.7	75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	100.0	58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	91.7	65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	41.7	59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	66.7	51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	75.0	29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	66.7	34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	53.9	74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	53.9	58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	92.3	85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	92.3	75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	92.3	89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	53.9	61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	61.5	56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	61.5	38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	46.2	46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

School #: 137 St. Simon and St. Jude Academy, Francois Grades: K,3,5-10,12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=2]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)		90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)		83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)		75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)		58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)		65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)		59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)		51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)		29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)		34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)		N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)		N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)		N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)		N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)		N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)		85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)		75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)		89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)		61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)		38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)		46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)		N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)		N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)		N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)		N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)		N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=11]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	90.0	90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	80.0	83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	80.0	75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	50.0	58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	60.0	65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	70.0	59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	60.0	51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	50.0	29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	70.0	34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	81.8	74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	63.6	58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	100.0	85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	90.9	90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	72.7	75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	81.8	89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	63.6	61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	81.8	56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	27.3	38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	45.5	46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=70]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	89.7	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	89.7	90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	93.1	83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	86.2	75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	51.7	58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	79.3	65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	63.8	59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	53.5	51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	27.6	29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	36.2	34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	82.5	74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	64.9	58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	94.7	85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	93.0	90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	80.7	75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	93.0	89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	63.2	61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	45.6	56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	42.1	38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	47.4	46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

District 2 - Western

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=3]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)		90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)		83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)		75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)		58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)		65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)		59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)		51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)		29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)		34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)		N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)		N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)		N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)		N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)		N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)		85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)		75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)		89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)		61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)		38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)		46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)		N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)		N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)		N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)		N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)		N/A	N/A

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

Newfoundland Labrador

District 2 - Western

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=12]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	90.0	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	80.0	90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	50.0	83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	70.0	75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	30.0	58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	90.0	65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	60.0	59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	20.0	51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	40.0	29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	20.0	34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	40.0	74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	10.0	58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	50.0	85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	80.0	90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	60.0	75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	80.0	89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	10.0	61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	20.0	56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	60.0	38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	30.0	46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=9]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	37.5	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	62.5	90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	75.0	83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	75.0	75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	62.5	58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	50.0	65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	75.0	59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	62.5	51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	0.0	29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	25.0	34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	66.7	74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	88.9	58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	100.0	85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	66.7	75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	66.7	61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	55.6	56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	11.1	38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	55.6	46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

District 2 - Western

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=8]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	66.7	90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	100.0	83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	100.0	75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	83.3	58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	66.7	65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	50.0	59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	66.7	51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	33.3	29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	50.0	34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	33.3	74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	16.7	58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	100.0	85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	66.7	90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	66.7	75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	16.7	61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	66.7	56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	33.3	38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	50.0	46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

District 2 - Western

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=13]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	92.3	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	92.3	90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	92.3	83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	92.3	75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	84.6	58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	53.9	65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	30.8	59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	38.5	51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	38.5	29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	38.5	34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	80.0	74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	80.0	58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	100.0	85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	70.0	75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	80.0	61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	80.0	56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	40.0	38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	30.0	46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

District 2 - Western

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=7]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	85.7	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	100.0	83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	85.7	75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	42.9	58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	85.7	65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	71.4	59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	71.4	51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	28.6	29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	42.9	34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	83.3	74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	66.7	58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	83.3	85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	83.3	75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	83.3	61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	66.7	56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	100.0	38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	66.7	46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=19]	District [N=717]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	94.7	91.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	90.1	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	68.4	83.8	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	52.6	75.9	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	84.2	58.9	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	42.1	65.8	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	57.9	59.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	36.8	51.8	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	15.8	29.3	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	31.6	34.8	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	82.4	74.8	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	58.8	58.3	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	64.7	85.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	76.5	90.5	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	70.6	75.4	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	76.5	89.3	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	35.3	61.6	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	76.5	56.2	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	29.4	38.8	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	47.1	46.7	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

District 3 - Nova Central

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=21]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	94.7	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	89.5	90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	57.9	83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	63.2	75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	47.4	65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	68.4	71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	47.4	58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	36.8	47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	31.6	35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	31.6	33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	82.4	81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	82.4	65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	94.1	89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	94.1	91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	88.2	76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	88.2	91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	70.6	67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	88.2	58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	11.8	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	70.6	54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=33]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	80.0	90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	88.0	83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	80.0	75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	60.0	65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	76.0	71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	52.0	58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	40.0	47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	28.0	35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	44.0	33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	88.5	81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	53.9	65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	80.8	89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	80.8	91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	73.1	76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	96.2	91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	73.1	67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	50.0	58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	38.5	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	42.3	54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=3]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)		90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)		83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)		75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)		65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)		71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)		58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)		47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)		35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)		33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)		N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)		N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)		N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)		N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)		N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)		89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)		76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)		91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)		67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)		42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)		54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)		N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)		N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)		N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)		N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)		N/A	N/A

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

District 3 - Nova Central

School #: 142 Woodland Primary, Grand Falls-Windsor Grades: K-3

Item	Cognitive Level - Outcome (*item parameter*)	School [N=73]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	96.6	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	91.5	90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	89.8	83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	79.7	75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	61.0	65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	57.6	71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	50.9	58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	49.2	47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	25.4	35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	37.3	33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	90.0	81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	73.3	65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	95.0	89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	78.3	76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	96.7	91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	73.3	67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	56.7	58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	45.0	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	51.7	54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=24]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	95.0	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	95.0	90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	80.0	83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	80.0	75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	55.0	65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	80.0	71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	50.0	58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	60.0	47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	15.0	35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	45.0	33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	63.2	81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	26.3	65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	73.7	89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	94.7	91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	63.2	76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	94.7	91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	57.9	67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	36.8	58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	57.9	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	52.6	54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=16]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	92.9	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	64.3	90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	57.1	83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	50.0	75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	35.7	65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	64.3	71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	57.1	58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	42.9	47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	14.3	35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	28.6	33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	50.0	81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	28.6	65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	42.9	89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	78.6	91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	57.1	76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	78.6	91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	71.4	67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	35.7	58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	7.1	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	28.6	54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

District 3 - Nova Central

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=6]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	100.0	83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	66.7	75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	83.3	65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	33.3	71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	50.0	58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	66.7	47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	0.0	35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	33.3	33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	80.0	81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	100.0	65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	100.0	89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	100.0	76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	100.0	67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	40.0	58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	80.0	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	20.0	54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Newfoundland Labrador

District 3 - Nova Central

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=11]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	100.0	83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	100.0	75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	55.6	65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	88.9	71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	77.8	58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	22.2	47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	55.6	35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	0.0	33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	100.0	81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	100.0	65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	100.0	89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	87.5	91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	75.0	76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	87.5	91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	100.0	67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	62.5	58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	0.0	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	87.5	54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

District 3 - Nova Central

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=12]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	80.0	90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	90.0	83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	80.0	75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	80.0	65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	60.0	71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	80.0	58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	20.0	47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	20.0	35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	40.0	33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	88.9	81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	77.8	65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	100.0	89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	77.8	76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	77.8	67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	66.7	58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	22.2	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	55.6	54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=3]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)		90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)		83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)		75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)		65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)		71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)		58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)		47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)		35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)		33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)		N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)		N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)		N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)		N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)		N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)		89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)		76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)		91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)		67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)		42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)		54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)		N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)		N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)		N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)		N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)		N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=13]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	83.3	90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	75.0	83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	75.0	75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	66.7	65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	83.3	71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	75.0	58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	50.0	47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	50.0	35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	58.3	33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	76.9	81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	61.5	65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	100.0	89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	84.6	91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	69.2	76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	84.6	91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	61.5	67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	69.2	58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	23.1	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	23.1	54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=4]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)		90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)		83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)		75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)		65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)		71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)		58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)		47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)		35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)		33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)		N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)		N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)		N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)		N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)		N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)		89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)		76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)		91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)		67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)		42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)		54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)		N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)		N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)		N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)		N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)		N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

School #: 165 St. Stephen's AG, Rencontre East Grades: K-4,6-7,9-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=1]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)		90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)		83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)		75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)		65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)		71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)		58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)		47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)		35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)		33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)		N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)		N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)		N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)		N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)		N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)		89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)		76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)		91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)		67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)		42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)		54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)		N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)		N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)		N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)		N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)		N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=8]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	66.7	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	100.0	83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	100.0	75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	100.0	65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	100.0	71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	100.0	58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	66.7	47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	66.7	35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	66.7	33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	66.7	81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	100.0	65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	100.0	89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	100.0	76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	66.7	67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	66.7	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	66.7	54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

School #: 172 Brian Peckford Primary, Triton Grades: K-3

Item	Cognitive Level - Outcome (*item parameter*)	School [N=10]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	88.9	83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	88.9	75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	100.0	65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	88.9	71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	55.6	58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	100.0	47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	44.4	35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	44.4	33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	100.0	81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	100.0	65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	100.0	89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	88.9	76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	88.9	67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	77.8	58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	55.6	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	88.9	54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=12]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	90.9	90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	100.0	83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	72.7	75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	63.6	65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	72.7	71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	81.8	58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	9.1	47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	72.7	35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	36.4	33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	72.7	81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	81.8	65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	90.9	89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	90.9	91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	100.0	76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	81.8	67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	81.8	58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	27.3	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	81.8	54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=21]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	84.2	90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	89.5	83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	63.2	75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	42.1	65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	73.7	71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	79.0	58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	31.6	47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	5.3	35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	21.1	33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	55.6	81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	44.4	65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	83.3	89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	83.3	91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	55.6	76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	88.9	91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	50.0	67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	27.8	58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	22.2	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	11.1	54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

District 3 - Nova Central

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=10]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	88.9	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	66.7	90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	66.7	83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	44.4	75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	44.4	65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	44.4	71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	33.3	58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	0.0	47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	11.1	35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	22.2	33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	66.7	81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	44.4	65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	77.8	89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	66.7	91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	66.7	76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	77.8	91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	55.6	67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	33.3	58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	22.2	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	55.6	54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

School #: 180 A. R. Scammell Academy, Change Islands Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=1]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)		90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)		83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)		75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)		65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)		71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)		58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)		47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)		35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)		33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)		N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)		N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)		N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)		N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)		N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)		89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)		76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)		91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)		67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)		42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)		54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)		N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)		N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)		N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)		N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)		N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

School #: 182 Charlottetown Primary, Charlottetown, B.B. Grades: K,2-3

Item	Cognitive Level - Outcome (*item parameter*)	School [N=2]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)		90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)		83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)		75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)		65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)		71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)		58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)		47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)		35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)		33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)		N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)		N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)		N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)		N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)		N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)		89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)		76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)		91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)		67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)		42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)		54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)		N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)		N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)		N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)		N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)		N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=20]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	90.0	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	95.0	90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	85.0	83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	70.0	75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	85.0	65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	55.0	71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	45.0	58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	40.0	47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	15.0	35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	40.0	33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	72.2	81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	61.1	65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	94.4	89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	88.9	91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	83.3	76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	94.4	91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	61.1	67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	66.7	58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	44.4	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	50.0	54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

School #: 186 Heritage Academy, Greenspond Grades: K-3

Item	Cognitive Level - Outcome (*item parameter*)	School [N=2]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)		90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)		83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)		75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)		65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)		71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)		58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)		47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)		35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)		33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)		N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)		N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)		N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)		N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)		N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)		89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)		76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)		91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)		67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)		42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)		54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)		N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)		N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)		N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)		N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)		N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

School #: 188 Sandstone Academy, Ladle Cove Grades: K-3,5-6

Item	Cognitive Level - Outcome (*item parameter*)	School [N=4]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)		90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)		83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)		75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)		65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)		71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)		58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)		47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)		35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)		33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)		N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)		N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)		N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)		N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)		N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)		89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)		76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)		91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)		67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)		42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)		54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)		N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)		N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)		N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)		N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)		N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=49]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	97.8	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	93.5	90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	80.4	83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	82.6	75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	65.2	65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	67.4	71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	60.9	58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	50.0	47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	45.7	35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	41.3	33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	95.6	81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	64.4	65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	91.1	89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	91.1	91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	73.3	76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	91.1	91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	55.6	67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	51.1	58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	40.0	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	42.2	54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

School #: 192 Lumsden Academy, Lumsden Grades: K-9

Item	Cognitive Level - Outcome (*item parameter*)	School [N=8]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	87.5	90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	100.0	83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	50.0	75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	37.5	65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	87.5	71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	62.5	58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	25.0	47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	37.5	35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	0.0	33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	71.4	81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	14.3	65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	100.0	89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	85.7	91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	71.4	76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	57.1	67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	28.6	58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	28.6	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	42.9	54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=10]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	88.9	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	88.9	90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	66.7	83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	55.6	75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	88.9	65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	33.3	71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	55.6	58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	22.2	47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	22.2	35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	33.3	33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	90.0	81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	40.0	65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	90.0	89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	70.0	91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	80.0	76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	80.0	91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	50.0	67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	50.0	58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	40.0	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	70.0	54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=13]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	92.3	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	84.6	90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	92.3	83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	76.9	75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	76.9	65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	69.2	71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	53.9	58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	15.4	47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	61.5	35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	15.4	33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	69.2	81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	53.9	65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	100.0	89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	92.3	91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	84.6	76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	53.9	67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	76.9	58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	53.9	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	69.2	54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=15]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	92.3	90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	84.6	83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	69.2	75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	84.6	65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	76.9	71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	46.2	58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	69.2	47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	53.9	35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	23.1	33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	66.7	81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	66.7	65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	100.0	89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	86.7	91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	73.3	76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	86.7	91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	66.7	67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	53.3	58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	60.0	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	46.7	54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

District 3 - Nova Central

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=25]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	95.7	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	91.3	90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	78.3	83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	60.9	75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	43.5	65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	82.6	71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	43.5	58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	34.8	47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	26.1	35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	13.0	33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	56.5	81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	56.5	65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	73.9	89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	91.3	91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	73.9	76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	91.3	91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	60.9	67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	39.1	58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	34.8	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	43.5	54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=6]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	100.0	83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	83.3	75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	83.3	65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	100.0	71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	66.7	58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	66.7	47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	100.0	35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	83.3	33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	100.0	81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	100.0	65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	100.0	89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	100.0	76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	83.3	67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	50.0	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	100.0	54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=26]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	95.2	83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	95.2	75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	90.5	65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	90.5	71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	90.5	58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	85.7	47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	95.2	35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	38.1	33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	71.4	81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	95.2	65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	100.0	89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	85.7	76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	81.0	67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	66.7	58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	61.9	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	90.5	54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=5]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)		90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)		83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)		75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)		65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)		71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)		58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)		47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)		35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)		33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)		N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)		N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)		N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)		N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)		N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)		89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)		76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)		91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)		67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)		42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)		54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)		N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)		N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)		N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)		N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)		N/A	N/A

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

District 3 - Nova Central

School #: 405 Cottrell's Cove Academy, Cottrell's Cove Grades: 1-3,5-7,9-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=2]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)		90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)		83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)		75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)		65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)		71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)		58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)		47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)		35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)		33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)		N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)		N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)		N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)		N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)		N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)		89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)		76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)		91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)		67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)		42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)		54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)		N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)		N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)		N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)		N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)		N/A	N/A

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

District 3 - Nova Central

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=11]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	80.0	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	90.0	90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	100.0	83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	70.0	75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	80.0	65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	90.0	71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	10.0	58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	40.0	47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	50.0	35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	30.0	33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	90.9	81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	54.6	65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	100.0	89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	81.8	91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	72.7	76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	90.9	91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	90.9	67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	36.4	58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	63.6	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	81.8	54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Newfoundland Labrador

District 3 - Nova Central

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=20]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	94.7	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	94.7	90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	89.5	83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	84.2	75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	79.0	65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	79.0	71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	57.9	58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	52.6	47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	36.8	35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	42.1	33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	82.4	81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	58.8	65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	94.1	89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	76.5	76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	82.4	91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	64.7	67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	70.6	58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	47.1	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	82.4	54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=29]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	96.0	90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	80.0	83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	84.0	75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	60.0	65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	88.0	71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	60.0	58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	68.0	47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	32.0	35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	24.0	33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	92.0	81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	88.0	65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	92.0	89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	84.0	76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	92.0	91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	76.0	67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	80.0	58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	44.0	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	76.0	54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=9]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	100.0	83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	85.7	75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	85.7	65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	42.9	71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	85.7	58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	57.1	47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	14.3	35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	14.3	33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	100.0	81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	75.0	65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	87.5	89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	87.5	76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	87.5	67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	87.5	58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	12.5	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	62.5	54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=25]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	81.8	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	81.8	90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	81.8	83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	63.6	75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	68.2	65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	68.2	71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	59.1	58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	40.9	47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	31.8	35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	31.8	33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	86.4	81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	63.6	65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	68.2	89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	81.8	91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	54.6	76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	86.4	91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	72.7	67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	50.0	58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	63.6	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	59.1	54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=13]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	91.7	90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	75.0	83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	91.7	75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	58.3	65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	58.3	71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	83.3	58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	75.0	47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	16.7	35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	50.0	33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	83.3	81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	58.3	65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	91.7	89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	91.7	91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	100.0	76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	83.3	91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	50.0	67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	50.0	58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	50.0	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	50.0	54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=117]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	92.2	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	95.2	90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	85.4	83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	80.6	75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	68.9	65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	75.7	71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	57.3	58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	54.4	47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	42.7	35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	32.0	33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	85.3	81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	72.6	65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	92.2	89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	95.1	91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	80.4	76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	92.2	91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	64.7	67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	67.7	58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	57.8	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	56.9	54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=13]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	83.3	90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	75.0	83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	66.7	75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	66.7	65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	75.0	71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	58.3	58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	58.3	47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	41.7	35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	33.3	33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	90.9	81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	54.6	65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	100.0	89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	90.9	76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	90.9	91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	72.7	67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	63.6	58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	27.3	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	36.4	54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=24]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	75.0	83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	70.0	75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	45.0	65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	65.0	71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	70.0	58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	60.0	47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	40.0	35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	40.0	33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	90.9	81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	63.6	65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	95.5	89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	95.5	91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	77.3	76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	86.4	91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	45.5	67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	50.0	58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	45.5	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	50.0	54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=12]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	90.0	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	80.0	90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	100.0	83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	100.0	75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	70.0	65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	100.0	71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	60.0	58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	40.0	47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	30.0	35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	20.0	33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	77.8	81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	100.0	65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	100.0	89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	88.9	76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	88.9	67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	77.8	58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	66.7	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	44.4	54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=31]	District [N=773]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	85.7	94.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	85.7	90.3	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	85.7	83.9	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	82.1	75.6	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	53.6	65.1	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	78.6	71.6	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	64.3	58.2	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	28.6	47.4	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	25.0	35.6	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	21.4	33.4	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	64.3	81.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	53.6	65.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	89.3	89.7	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	85.7	91.3	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	64.3	76.7	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	92.9	91.5	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	64.3	67.5	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	50.0	58.8	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	28.6	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	42.9	54.0	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

District 4 - Eastern

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=20]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	94.7	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	94.7	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	84.2	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	79.0	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	52.6	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	84.2	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	57.9	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	52.6	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	36.8	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	42.1	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	87.5	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	75.0	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	87.5	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	93.8	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	62.5	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	81.3	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	43.8	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	50.0	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	50.0	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response

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

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=11]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	70.0	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	90.0	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	90.0	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	90.0	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	90.0	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	70.0	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	60.0	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	50.0	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	50.0	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	72.7	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	100.0	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	100.0	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	90.9	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	90.9	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	90.9	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	63.6	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	45.5	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	90.9	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=35]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	96.6	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	89.7	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	75.9	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	72.4	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	44.8	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	79.3	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	72.4	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	62.1	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	24.1	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	31.0	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	87.1	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	58.1	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	80.7	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	96.8	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	77.4	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	93.6	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	64.5	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	41.9	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	29.0	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	54.8	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

District 4 - Eastern

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=10]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	90.0	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	90.0	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	90.0	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	90.0	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	30.0	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	80.0	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	70.0	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	40.0	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	40.0	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	30.0	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	70.0	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	50.0	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	80.0	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	80.0	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	90.0	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	80.0	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	60.0	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	80.0	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	80.0	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	50.0	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=46]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	95.2	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	88.1	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	76.2	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	81.0	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	73.8	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	85.7	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	61.9	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	66.7	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	35.7	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	38.1	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	81.1	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	56.8	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	83.8	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	91.9	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	70.3	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	89.2	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	75.7	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	67.6	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	51.4	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	46.0	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

School #: 225 St. Anne's School, South East Bight Grades: 2-5,7-10

Item	Cognitive Level - Outcome (*item parameter*)	School [N=1]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)		91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)		82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)		80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)		63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)		73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)		60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)		45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)		33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)		34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)		N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)		N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)		N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)		N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)		N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)		89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)		74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)		91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)		66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)		42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)		47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)		N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)		N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)		N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)		N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)		N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=9]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	85.7	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	100.0	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	85.7	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	42.9	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	42.9	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	71.4	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	57.1	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	42.9	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	57.1	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	100.0	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	14.3	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	85.7	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	85.7	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	57.1	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	85.7	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	42.9	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	28.6	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	57.1	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=11]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	90.9	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	81.8	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	81.8	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	81.8	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	45.5	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	36.4	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	63.6	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	27.3	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	18.2	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	80.0	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	60.0	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	90.0	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	90.0	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	90.0	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	50.0	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	20.0	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	20.0	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=15]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	90.9	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	81.8	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	81.8	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	63.6	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	63.6	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	54.6	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	27.3	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	36.4	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	9.1	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	18.2	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	90.9	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	54.6	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	81.8	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	90.9	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	72.7	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	90.9	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	72.7	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	27.3	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	9.1	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	45.5	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

School #: 232 Matthew Elementary School, Bonavista Grades: K-8

Item	Cognitive Level - Outcome (*item parameter*)	School [N=28]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	90.9	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	81.8	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	77.3	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	54.6	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	77.3	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	50.0	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	45.5	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	18.2	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	27.3	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	81.8	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	77.3	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	90.9	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	77.3	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	81.8	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	90.9	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	59.1	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	54.6	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	18.2	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	45.5	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=12]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	100.0	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	87.5	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	75.0	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	100.0	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	75.0	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	50.0	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	62.5	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	37.5	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	77.8	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	77.8	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	100.0	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	100.0	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	77.8	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	88.9	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	66.7	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	44.4	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=34]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	92.3	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	92.3	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	73.1	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	92.3	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	76.9	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	69.2	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	19.2	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	30.8	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	93.1	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	93.1	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	100.0	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	82.8	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	96.6	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	79.3	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	55.2	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	65.5	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	62.1	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

District 4 - Eastern

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=7]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	100.0	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	85.7	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	100.0	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	100.0	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	85.7	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	85.7	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	85.7	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	0.0	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	57.1	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	100.0	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	100.0	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	100.0	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	85.7	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	85.7	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	85.7	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	100.0	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=8]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	75.0	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	75.0	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	62.5	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	50.0	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	50.0	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	87.5	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	50.0	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	50.0	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	37.5	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	57.1	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	57.1	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	85.7	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	71.4	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	71.4	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	71.4	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	85.7	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	28.6	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	14.3	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	57.1	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

District 4 - Eastern

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=69]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	88.7	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	85.5	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	72.6	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	56.5	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	56.5	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	71.0	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	50.0	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	21.0	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	25.8	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	33.9	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	90.2	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	55.7	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	85.3	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	88.5	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	63.9	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	85.3	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	49.2	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	32.8	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	34.4	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	39.3	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

School #: 246 Swift Current Academy, Swift Current Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=3]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)		91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)		82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)		80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)		63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)		73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)		60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)		45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)		33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)		34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)		N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)		N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)		N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)		N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)		N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)		89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)		74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)		91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)		66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)		42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)		47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)		N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)		N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)		N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)		N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)		N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

School #: 254 Davis Elementary, Carbonear Grades: K-5

Item	Cognitive Level - Outcome (*item parameter*)	School [N=42]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	88.1	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	85.7	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	76.2	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	78.6	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	52.4	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	73.8	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	61.9	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	38.1	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	26.2	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	38.1	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	61.5	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	59.0	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	84.6	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	94.9	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	64.1	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	97.4	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	46.2	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	53.9	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	43.6	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	48.7	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

District 4 - Eastern

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=17]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	75.0	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	58.3	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	75.0	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	66.7	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	50.0	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	50.0	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	41.7	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	25.0	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	16.7	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	66.7	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	41.7	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	83.3	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	83.3	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	66.7	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	83.3	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	66.7	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	41.7	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	50.0	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	33.3	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

School #: 259 Coley's Point Primary, Coley's Point Grades: K-3

Item	Cognitive Level - Outcome (*item parameter*)	School [N=80]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	98.6	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	98.6	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	88.7	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	78.9	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	77.5	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	84.5	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	70.4	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	45.1	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	64.8	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	42.3	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	84.7	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	75.0	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	87.5	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	97.2	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	83.3	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	94.4	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	77.8	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	75.0	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	31.9	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	59.7	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

District 4 - Eastern

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=27]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	90.5	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	95.2	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	100.0	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	95.2	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	85.7	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	81.0	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	52.4	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	57.1	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	66.7	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	23.8	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	95.2	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	76.2	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	90.5	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	90.5	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	66.7	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	66.7	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	42.9	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	57.1	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=23]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	95.2	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	95.2	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	85.7	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	81.0	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	85.7	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	61.9	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	57.1	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	28.6	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	38.1	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	23.8	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	76.2	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	47.6	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	95.2	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	76.2	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	66.7	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	47.6	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	66.7	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	47.6	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=15]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	92.3	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	69.2	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	76.9	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	84.6	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	92.3	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	46.2	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	76.9	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	38.5	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	46.2	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	46.2	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	91.7	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	41.7	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	100.0	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	91.7	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	75.0	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	91.7	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	75.0	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	83.3	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	16.7	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	58.3	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

School #: 268 Harbour Grace Primary, Harbour Grace Grades: K-5

Item	Cognitive Level - Outcome (*item parameter*)	School [N=29]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	88.0	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	76.0	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	84.0	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	72.0	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	52.0	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	64.0	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	52.0	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	40.0	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	12.0	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	32.0	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	66.7	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	45.8	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	91.7	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	87.5	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	58.3	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	83.3	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	50.0	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	37.5	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	33.3	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	37.5	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=31]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	88.9	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	88.9	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	85.2	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	85.2	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	51.9	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	70.4	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	44.4	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	51.9	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	51.9	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	48.2	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	92.3	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	65.4	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	96.2	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	92.3	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	88.5	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	96.2	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	65.4	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	61.5	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	42.3	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	42.3	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=12]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	90.0	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	90.0	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	70.0	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	70.0	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	30.0	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	40.0	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	70.0	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	40.0	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	10.0	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	0.0	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	70.0	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	40.0	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	90.0	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	80.0	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	90.0	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	40.0	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	40.0	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	20.0	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	60.0	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=58]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	94.3	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	92.5	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	73.6	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	64.2	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	66.0	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	58.5	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	66.0	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	49.1	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	39.6	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	49.1	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	74.5	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	64.7	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	84.3	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	90.2	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	74.5	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	88.2	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	60.8	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	47.1	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	37.3	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	49.0	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=21]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	95.2	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	95.2	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	95.2	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	85.7	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	61.9	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	81.0	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	61.9	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	61.9	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	19.1	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	14.3	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	61.9	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	76.2	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	100.0	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	90.5	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	76.2	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	95.2	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	61.9	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	42.9	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	47.6	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	52.4	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=3]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)		91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)		82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)		80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)		63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)		73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)		60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)		45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)		33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)		34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)		N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)		N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)		N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)		N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)		N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)		89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)		74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)		91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)		66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)		42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)		47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)		N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)		N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)		N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)		N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)		N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=11]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	90.0	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	40.0	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	60.0	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	30.0	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	60.0	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	80.0	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	30.0	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	20.0	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	20.0	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	30.0	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	77.8	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	33.3	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	77.8	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	77.8	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	77.8	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	44.4	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	22.2	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	33.3	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	22.2	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

District 4 - Eastern

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=22]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	72.7	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	95.5	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	72.7	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	72.7	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	45.5	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	40.9	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	18.2	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	9.1	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	65.0	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	55.0	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	85.0	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	85.0	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	65.0	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	85.0	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	70.0	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	35.0	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	45.0	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	45.0	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=10]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	100.0	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	90.0	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	80.0	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	70.0	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	90.0	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	60.0	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	80.0	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	10.0	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	90.0	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	90.0	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	100.0	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	100.0	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	80.0	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	80.0	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	20.0	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	90.0	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=25]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	83.3	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	72.2	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	83.3	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	61.1	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	44.4	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	61.1	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	33.3	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	16.7	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	44.4	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	33.3	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	81.8	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	54.6	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	81.8	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	95.5	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	63.6	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	90.9	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	59.1	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	50.0	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	27.3	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	54.6	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

District 4 - Eastern

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=69]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	96.8	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	87.3	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	82.5	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	74.6	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	63.5	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	66.7	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	52.4	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	52.4	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	28.6	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	28.6	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	78.7	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	50.8	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	88.5	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	91.8	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	68.9	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	88.5	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	62.3	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	47.5	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	36.1	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	45.9	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

District 4 - Eastern

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=40]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	91.9	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	86.5	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	81.1	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	46.0	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	75.7	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	67.6	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	51.4	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	18.9	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	43.2	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	83.8	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	56.8	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	97.3	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	89.2	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	78.4	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	94.6	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	73.0	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	40.5	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	40.5	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	64.9	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=54]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	97.6	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	92.7	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	87.8	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	70.7	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	70.7	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	65.9	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	43.9	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	43.9	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	24.4	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	78.4	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	67.6	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	89.2	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	97.3	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	73.0	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	91.9	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	73.0	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	54.1	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	51.4	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	40.5	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

School #: 309 Morris Academy, Mount Pearl Grades: K-4

Item	Cognitive Level - Outcome (*item parameter*)	School [N=54]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	97.9	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	93.8	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	87.5	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	70.8	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	66.7	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	62.5	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	68.8	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	43.8	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	25.0	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	25.0	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	67.4	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	41.3	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	91.3	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	89.1	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	78.3	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	84.8	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	63.0	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	47.8	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	43.5	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	41.3	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=47]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	91.1	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	88.9	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	68.9	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	84.4	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	55.6	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	80.0	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	68.9	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	40.0	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	26.7	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	44.4	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	80.9	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	76.6	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	95.7	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	89.4	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	76.6	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	91.5	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	70.2	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	55.3	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	38.3	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	42.6	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

School #: 316 St. Peter's Elementary, Mount Pearl Grades: K-6

Item	Cognitive Level - Outcome (*item parameter*)	School [N=63]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	92.7	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	92.7	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	85.5	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	74.6	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	61.8	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	74.6	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	56.4	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	45.5	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	27.3	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	40.0	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	72.2	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	61.1	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	90.7	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	88.9	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	77.8	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	88.9	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	64.8	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	50.0	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	40.7	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	31.5	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=22]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	95.0	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	95.0	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	90.0	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	85.0	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	70.0	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	80.0	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	50.0	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	45.0	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	50.0	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	60.0	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	90.0	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	65.0	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	95.0	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	75.0	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	70.0	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	70.0	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	45.0	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	60.0	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

District 4 - Eastern

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=71]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	98.5	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	98.5	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	87.9	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	89.4	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	72.7	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	78.8	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	77.3	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	51.5	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	37.9	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	33.3	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	83.6	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	73.8	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	96.7	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	98.4	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	82.0	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	98.4	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	75.4	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	63.9	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	54.1	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	67.2	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=88]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	96.2	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	91.0	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	80.8	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	76.9	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	69.2	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	70.5	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	59.0	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	35.9	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	34.6	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	28.2	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	72.2	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	63.3	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	91.1	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	91.1	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	68.4	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	87.3	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	63.3	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	50.6	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	41.8	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	43.0	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Newfoundland Labrador

District 4 - Eastern

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=29]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	92.3	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	80.8	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	69.2	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	73.1	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	38.5	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	65.4	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	53.9	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	15.4	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	19.2	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	26.9	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	54.2	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	45.8	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	66.7	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	70.8	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	45.8	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	66.7	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	33.3	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	29.2	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	50.0	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	20.8	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

District 4 - Eastern

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=14]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	90.0	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	60.0	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	90.0	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	50.0	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	80.0	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	60.0	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	30.0	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	20.0	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	40.0	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	72.7	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	45.5	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	90.9	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	72.7	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	90.9	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	90.9	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	54.6	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	63.6	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	45.5	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Newfoundland Labrador

District 4 - Eastern

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=36]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	96.7	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	83.3	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	93.3	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	83.3	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	83.3	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	60.0	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	63.3	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	40.0	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	46.7	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	100.0	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	73.1	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	88.5	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	92.3	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	65.4	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	92.3	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	73.1	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	57.7	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	42.3	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	61.5	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Newfoundland Labrador

District 4 - Eastern

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=40]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	91.7	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	83.3	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	77.8	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	80.6	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	55.6	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	69.4	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	55.6	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	50.0	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	19.4	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	41.7	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	83.3	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	58.3	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	86.1	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	83.3	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	77.8	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	91.7	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	61.1	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	52.8	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	44.4	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	44.4	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

School #: 337 Goulds Elementary, St. John's (Goulds) Grades: K-6

Item	Cognitive Level - Outcome (*item parameter*)	School [N=75]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	98.5	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	95.5	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	89.4	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	78.8	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	74.2	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	81.8	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	65.2	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	40.9	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	42.4	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	36.4	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	84.6	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	61.5	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	95.4	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	95.4	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	78.5	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	95.4	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	69.2	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	46.2	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	56.9	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	46.2	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

School #: 339 Holy Cross Elementary, St. John's Grades: K-6

Item	Cognitive Level - Outcome (*item parameter*)	School [N=10]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	80.0	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	50.0	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	70.0	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	70.0	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	40.0	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	20.0	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	30.0	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	20.0	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	30.0	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	55.6	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	33.3	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	66.7	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	88.9	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	44.4	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	55.6	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	33.3	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	55.6	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	33.3	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Newfoundland Labrador

District 4 - Eastern

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=57]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	96.3	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	85.2	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	90.7	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	77.8	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	87.0	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	48.2	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	38.9	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	38.9	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	31.5	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	80.0	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	72.7	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	90.9	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	78.2	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	65.5	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	50.9	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	45.5	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	45.5	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=65]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	95.2	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	82.3	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	87.1	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	61.3	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	71.0	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	66.1	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	50.0	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	40.3	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	30.7	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	80.7	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	59.7	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	89.5	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	89.5	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	70.2	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	98.3	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	79.0	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	61.4	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	50.9	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	45.6	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

District 4 - Eastern

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=49]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	95.7	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	95.7	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	78.3	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	87.0	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	56.5	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	60.9	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	54.4	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	41.3	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	30.4	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	34.8	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	71.7	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	67.4	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	91.3	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	93.5	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	76.1	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	91.3	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	54.4	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	50.0	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	50.0	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	43.5	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=21]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	95.0	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	70.0	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	90.0	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	50.0	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	80.0	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	30.0	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	20.0	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	40.0	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	35.0	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	77.8	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	61.1	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	72.2	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	83.3	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	94.4	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	77.8	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	77.8	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	61.1	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	50.0	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=19]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	94.1	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	88.2	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	70.6	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	58.8	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	47.1	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	76.5	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	58.8	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	58.8	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	11.8	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	41.2	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	87.5	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	50.0	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	93.8	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	81.3	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	56.3	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	93.8	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	68.8	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	56.3	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	75.0	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	50.0	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

District 4 - Eastern

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=23]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	95.5	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	81.8	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	86.4	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	54.6	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	68.2	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	72.7	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	59.1	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	31.8	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	50.0	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	95.5	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	68.2	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	100.0	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	95.5	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	95.5	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	95.5	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	50.0	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	77.3	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	45.5	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	59.1	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=34]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	82.1	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	67.9	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	85.7	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	64.3	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	82.1	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	64.3	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	35.7	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	17.9	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	39.3	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	96.3	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	51.9	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	96.3	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	92.6	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	81.5	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	48.2	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	55.6	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	37.0	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	63.0	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=33]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	93.1	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	86.2	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	79.3	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	86.2	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	72.4	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	89.7	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	65.5	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	31.0	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	20.7	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	24.1	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	73.3	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	63.3	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	90.0	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	93.3	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	80.0	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	90.0	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	100.0	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	56.7	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	50.0	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	30.0	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=40]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	97.2	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	94.4	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	75.0	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	72.2	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	63.9	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	58.3	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	44.4	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	44.4	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	25.0	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	38.9	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	78.4	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	67.6	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	94.6	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	86.5	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	64.9	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	89.2	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	70.3	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	46.0	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	46.0	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	48.7	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=18]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	93.3	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	93.3	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	73.3	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	93.3	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	66.7	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	60.0	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	66.7	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	40.0	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	20.0	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	40.0	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	35.7	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	35.7	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	92.9	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	71.4	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	64.3	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	78.6	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	57.1	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	57.1	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	35.7	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	50.0	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

District 4 - Eastern

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=27]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	95.7	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	82.6	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	73.9	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	91.3	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	56.5	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	47.8	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	60.9	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	30.4	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	26.1	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	30.4	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	57.1	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	42.9	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	90.5	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	90.5	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	66.7	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	76.2	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	52.4	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	42.9	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	38.1	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	42.9	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

District 4 - Eastern

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

School #: 366 Topsail Elementary, Conception Bay South (Topsail) Grades: K-4

Item	Cognitive Level - Outcome (*item parameter*)	School [N=55]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	90.2	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	88.2	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	88.2	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	86.3	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	62.8	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	56.9	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	58.8	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	43.1	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	27.5	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	45.1	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	86.5	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	69.2	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	86.5	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	90.4	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	71.2	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	94.2	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	71.2	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	53.9	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	28.9	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	44.2	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=70]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	91.7	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	93.3	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	86.7	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	80.0	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	70.0	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	76.7	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	66.7	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	56.7	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	33.3	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	35.0	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	72.1	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	52.5	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	82.0	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	96.7	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	70.5	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	91.8	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	54.1	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	34.4	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	19.7	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	36.1	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

School #: 370 Stella Maris Academy, Trepassey Grades: K-6,8-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=2]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)		91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)		82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)		80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)		63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)		73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)		60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)		45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)		33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)		34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)		N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)		N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)		N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)		N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)		N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)		89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)		74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)		91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)		66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)		42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)		47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)		N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)		N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)		N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)		N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)		N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=57]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	97.8	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	93.5	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	73.9	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	73.9	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	67.4	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	69.6	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	58.7	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	50.0	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	32.6	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	52.2	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	84.4	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	62.2	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	95.6	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	95.6	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	82.2	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	95.6	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	60.0	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	55.6	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	48.9	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	57.8	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

District 4 - Eastern

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=36]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	96.8	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	93.6	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	64.5	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	83.9	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	64.5	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	80.7	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	48.4	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	51.6	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	16.1	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	38.7	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	86.7	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	66.7	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	90.0	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	76.7	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	93.3	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	60.0	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	60.0	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	53.3	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	40.0	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=9]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	100.0	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	77.8	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	77.8	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	55.6	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	88.9	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	22.2	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	44.4	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	11.1	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	87.5	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	62.5	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	100.0	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	100.0	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	100.0	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	75.0	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	50.0	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	37.5	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=3]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)		91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)		82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)		80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)		63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)		73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)		60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)		45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)		33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)		34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)		N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)		N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)		N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)		N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)		N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)		89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)		74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)		91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)		66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)		42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)		47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)		N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)		N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)		N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)		N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)		N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=2]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)		91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)		82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)		80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)		63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)		73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)		60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)		45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)		33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)		34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)		N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)		N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)		N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)		N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)		N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)		89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)		74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)		91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)		66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)		42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)		47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)		N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)		N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)		N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)		N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)		N/A	N/A

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

Newfoundland Labrador

District 4 - Eastern

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=19]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	94.1	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	88.2	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	88.2	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	82.4	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	47.1	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	64.7	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	47.1	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	64.7	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	58.8	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	23.5	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	56.3	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	50.0	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	87.5	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	81.3	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	56.3	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	87.5	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	43.8	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	56.3	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	50.0	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	37.5	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

District 4 - Eastern

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=38]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	97.1	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	97.1	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	82.4	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	85.3	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	67.7	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	73.5	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	58.8	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	58.8	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	35.3	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	47.1	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	87.9	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	90.9	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	90.9	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	90.9	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	75.8	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	87.9	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	69.7	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	66.7	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	30.3	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	39.4	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

School #: 438 Epiphany Elementary, Heart's Delight Grades: K-6

Item	Cognitive Level - Outcome (*item parameter*)	School [N=7]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	85.7	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	71.4	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	71.4	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	71.4	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	85.7	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	28.6	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	71.4	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	42.9	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	14.3	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	14.3	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	85.7	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	57.1	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	100.0	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	85.7	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	71.4	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	85.7	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	85.7	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	71.4	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	42.9	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	42.9	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

School #: 442 Persalvic Elementary, Victoria Grades: K-9

Item	Cognitive Level - Outcome (*item parameter*)	School [N=26]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	87.0	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	91.3	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	73.9	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	78.3	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	56.5	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	60.9	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	60.9	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	34.8	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	17.4	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	26.1	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	83.3	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	45.8	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	83.3	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	91.7	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	75.0	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	83.3	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	66.7	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	50.0	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	25.0	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	33.3	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=9]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	100.0	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	100.0	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	100.0	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	100.0	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	100.0	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	0.0	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	66.7	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	22.2	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	100.0	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	88.9	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	100.0	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	100.0	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	100.0	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	77.8	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	88.9	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=12]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	75.0	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	75.0	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	100.0	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	41.7	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	66.7	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	66.7	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	66.7	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	41.7	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	41.7	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	0.0	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	63.6	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	27.3	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	72.7	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	63.6	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	72.7	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	63.6	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	36.4	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	63.6	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	36.4	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	18.2	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Newfoundland Labrador

District 4 - Eastern

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=17]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	81.3	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	93.8	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	43.8	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	87.5	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	43.8	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	37.5	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	0.0	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	37.5	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	86.7	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	73.3	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	86.7	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	93.3	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	93.3	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	66.7	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	33.3	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	40.0	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Newfoundland Labrador

District 4 - Eastern

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=70]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	93.4	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	91.8	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	91.8	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	80.3	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	45.9	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	72.1	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	72.1	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	49.2	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	19.7	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	41.0	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	72.4	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	60.3	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	96.6	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	91.4	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	70.7	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	84.5	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	69.0	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	44.8	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	44.8	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	43.1	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=43]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	97.6	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	95.2	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	76.2	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	81.0	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	57.1	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	78.6	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	66.7	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	40.5	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	40.5	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	35.7	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	76.2	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	47.6	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	88.1	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	90.5	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	69.1	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	95.2	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	64.3	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	45.2	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	38.1	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	45.2	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=19]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	88.9	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	88.9	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	77.8	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	55.6	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	55.6	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	72.2	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	50.0	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	38.9	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	22.2	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	22.2	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	68.8	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	18.8	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	75.0	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	75.0	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	50.0	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	81.3	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	50.0	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	31.3	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	43.8	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	56.3	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=68]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	93.8	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	93.8	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	82.8	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	82.8	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	53.1	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	76.6	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	64.1	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	42.2	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	34.4	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	40.6	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	81.3	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	56.3	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	90.6	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	92.2	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	67.2	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	96.9	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	56.3	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	40.6	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	40.6	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	39.1	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=51]	District [N=2,456]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	95.3	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	91.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	95.9	82.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	91.8	80.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	67.4	63.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	87.8	73.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	59.2	60.7	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	61.2	45.1	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	40.8	33.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	34.7	34.9	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	87.5	79.0	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	62.5	61.4	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	93.8	89.9	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	89.6	92.0	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	79.2	74.3	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	91.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	68.8	66.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	50.0	52.6	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	47.9	42.5	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	50.0	47.2	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response

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

School #: 373 First Baptist Academy, Mount Pearl Grades: 1-8,10

Item	Cognitive Level - Outcome (*item parameter*)	School [N=3]	District [N=70]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	*School data with 5 or fewer students withheld for reasons of confidentiality.*	97.1	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)		95.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)		88.2	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)		82.4	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)		73.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)		76.5	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)		58.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)		55.9	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)		47.1	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)		45.6	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)		N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)		N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)		N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)		N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)		N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		84.3	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)		67.1	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)		94.3	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		98.6	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)		88.6	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)		98.6	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)		70.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)		62.9	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)		47.1	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)		44.3	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)		N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)		N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)		N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)		N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)		N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=20]	District [N=70]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	97.1	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	95.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	80.0	88.2	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	80.0	82.4	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	85.0	73.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	80.0	76.5	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	35.0	58.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	55.0	55.9	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	60.0	47.1	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	40.0	45.6	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	95.0	84.3	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	75.0	67.1	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	100.0	94.3	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	98.6	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	95.0	88.6	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	98.6	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	75.0	70.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	75.0	62.9	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	55.0	47.1	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	70.0	44.3	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Newfoundland Labrador

District 803 - Private

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=26]	District [N=70]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	91.7	97.1	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	91.7	95.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	87.5	88.2	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	79.2	82.4	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	66.7	73.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	62.5	76.5	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	66.7	58.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	62.5	55.9	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	37.5	47.1	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	54.2	45.6	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	80.8	84.3	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	57.7	67.1	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	88.5	94.3	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	96.2	98.6	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	76.9	88.6	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	96.2	98.6	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	61.5	70.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	57.7	62.9	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	42.3	47.1	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	34.6	44.3	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=10]	District [N=70]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	97.1	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	95.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	100.0	88.2	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	90.0	82.4	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	60.0	73.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	100.0	76.5	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	80.0	58.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	70.0	55.9	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	30.0	47.1	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	70.0	45.6	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	90.0	84.3	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	80.0	67.1	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	90.0	94.3	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	98.6	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	90.0	88.6	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	98.6	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	90.0	70.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	60.0	62.9	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	50.0	47.1	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	30.0	44.3	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

School #: 469 Immaculate Heart of Mary School, Corner Brook Grades: K-9

Item	Cognitive Level - Outcome (*item parameter*)	School [N=11]	District [N=70]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	100.0	97.1	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	90.9	95.6	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	90.9	88.2	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	81.8	82.4	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	72.7	73.5	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	81.8	76.5	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	63.6	58.8	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	45.5	55.9	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	54.6	47.1	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	18.2	45.6	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	63.6	84.3	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	54.6	67.1	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	100.0	94.3	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	100.0	98.6	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	100.0	88.6	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	100.0	98.6	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	72.7	70.0	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	45.5	62.9	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	54.6	47.1	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	36.4	44.3	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

District 804 - Native Federal

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=20]	District [N=8]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	80.0	87.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	80.0	87.5	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	66.7	75.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	33.3	75.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	46.7	50.0	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	46.7	75.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	40.0	62.5	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	26.7	37.5	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	6.7	25.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	26.7	62.5	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	38.5	71.4	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	30.8	42.9	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	38.5	57.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	69.2	85.7	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	46.2	57.1	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	53.9	85.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	30.8	71.4	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	23.1	85.7	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	7.7	42.9	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	30.8	28.6	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=15]	District [N=8]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	81.8	87.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	54.6	87.5	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	45.5	75.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	54.6	75.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	54.6	50.0	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	54.6	75.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	27.3	62.5	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	27.3	37.5	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	9.1	25.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	18.2	62.5	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	50.0	71.4	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	50.0	42.9	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	66.7	57.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	75.0	85.7	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	50.0	57.1	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	83.3	85.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	41.7	71.4	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	75.0	85.7	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	8.3	42.9	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	25.0	28.6	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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

Primary English Language Arts
Provincial Assessment, June 2012
School Report - Multiple Choice/Construted Response
(Outcome Analysis: % of students who selected correct response)

District 804 - Native Federal

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=8]	District [N=8]	Province [N=4,212]
	Poetic			
1.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	87.5	87.5	94.3
2.	Comprehension - (1-2) 4. Use strategies to create meaning (retrieve information from the text)	87.5	87.5	91.1
3.	Inferential - (1-2) 4. Make inferences by drawing on their own experiences and clues in the text (Apply NL context to text)	75.0	75.0	82.5
4.	Inferential - (3) 4. Identify main idea (select phrase from the text which best describes its meaning)	75.0	75.0	78.0
5.	Inferential - (3) 4. Make inferences by drawing on the author's implied clues and their own experiences (synthesize various elements of the text to develop meaning)	50.0	50.0	62.9
6.	Inferential - (3) 4. Use clues from the text and personal experience to gain an understanding of character (how people feel in the text)	75.0	75.0	71.6
7.	Inferential – (3) 4. Use strategies, making inferences, by drawing on the author's implied clues and their own experiences (why a phrase/comparison was used by the author)	62.5	62.5	60.0
8.	Inferential – (3) 4. Identify principles of order (why a word was repeated in the text)	37.5	37.5	46.7
9.	Inferential – (3) 4. Use reading strategies, making inferences, by drawing on the author's implied clues (synthesize parts of the text to demonstrate)	25.0	25.0	32.7
10.	Inferential – (3) 4. Identify main idea (purpose of poem)	62.5	62.5	34.8
	Constructed Response:			
	1. Inferential – (3) 4. Identify main idea and supporting details (main message of poem)	N/A	N/A	N/A
	2. Response to text – (3) 6. Respond to text through a variety of oral, written, and other representations (e.g., poems); engage students in reading texts featuring rhyme, rhythm, and repetition (add your own verse to poem)	N/A	N/A	N/A
	3. Inferential – (3) 7. Respond critically to text; understand that text features assist with processing information (complete the speech balloons)	N/A	N/A	N/A
	4. Response to text – (3) 6. Express and explain opinions about texts demonstrating an increasing awareness of the reasons for their opinions (what does a line from the text mean – explain)	N/A	N/A	N/A
	5. Inferential – (3) 4. Make connection between what they read and their own knowledge (relationship between visual and text)	N/A	N/A	N/A
	Non Fiction			
11.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	71.4	71.4	78.6
12.	Comprehension – (1 – 2) 4. Use strategies to create meaning (*retrieve information from the text*)	42.9	42.9	61.3
13.	Comprehension – (3) 4. Use features of text to obtain information *(retrieve information from caption*)	57.1	57.1	88.8
14.	Inferential – (3) 4. Use strategies making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	85.7	85.7	91.7
15.	Comprehension – (3) 4. Use features of text to obtain information (*retrieve information from caption*)	57.1	57.1	75.0
16.	Inferential – (1 – 2) 4. Make inferences by drawing on their own experiences and clues in the text (*connect personal knowledge – weather – to the text*)	85.7	85.7	91.3
17.	Inferential – (3) 4. Use features of text to determine content and obtain information (*purpose of graphic*)	71.4	71.4	65.3
18.	Inferential – (3) 4. Making inferences by drawing on the author's implied clues and their own experiences (*synthesize various parts of the text to develop a broader meaning*)	85.7	85.7	54.6
19.	Inferential – (3) 7. Detect humour; (1 – 2) 4. Use strategies to create meaning – make inferences (*purpose of the one word sentence in text*)	42.9	42.9	41.7
20.	Comprehension – (3) 4. Identify supporting details in text *(retrieve information from the text*)	28.6	28.6	48.0
	Constructed Response:			
	1. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (explain whether information is true/false)	N/A	N/A	N/A
	2. Response to text – (3) 6. Make personal connections to text; express and explain opinions demonstrating awareness of the reasons for opinions (make up own "saying" based on text)	N/A	N/A	N/A
	3. Inferential – (3) 7. Question information presented in text using a personal knowledge base as a frame of reference (agree/disagree with author's comparison)	N/A	N/A	N/A
	4. Inferential – (3) 4. Use features of text to determine content and obtain information (select a feature of text and explain its purpose)	N/A	N/A	N/A
	5. Response to text – (3) 6. Make personal connection to text; recall similar events, comparison with personal connection (describe a similar experience to event in text)	N/A	N/A	N/A

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