

District 1 - Labrador

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

Grades: 1-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=2]	District [N=237]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	90.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)		84.0	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)		76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)		70.8	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)		95.3	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)		42.5	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		77.8	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		38.2	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		29.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		34.9	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)		N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		83.2	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		75.3	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)		69.8	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)		84.2	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		72.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		86.6	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)		79.2	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		33.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		64.4	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		53.0	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)		N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 1 - Labrador

School #: 002 Henry Gordon Academy, Cartwright

Grades: K-8,10-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=7]	District [N=237]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	90.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	84.0	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	66.7	76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	83.3	70.8	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	95.3	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	83.3	42.5	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	33.3	77.8	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	66.7	38.2	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	33.3	29.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	16.7	34.9	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	83.3	83.2	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	66.7	75.3	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	66.7	69.8	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	83.3	84.2	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	83.3	72.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	86.6	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	83.3	79.2	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	33.3	33.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	33.3	64.4	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	50.0	53.0	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 004 Queen of Peace Middle School, Happy Valley-Goose Bay Grades: 4-7

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=87]	District [N=237]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	91.4	90.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	84.0	84.0	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	74.1	76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	66.7	70.8	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	96.3	95.3	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	39.5	42.5	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	79.0	77.8	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	38.3	38.2	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	33.3	29.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	34.6	34.9	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	84.4	83.2	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	75.3	75.3	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	70.1	69.8	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	88.3	84.2	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	70.1	72.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	87.0	86.6	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	80.5	79.2	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	29.9	33.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	68.8	64.4	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	55.8	53.0	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 (<i>item parameter</i>)	School [N=10]	District [N=237]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	55.6	90.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	55.6	84.0	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	55.6	76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	44.4	70.8	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	77.8	95.3	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	44.4	42.5	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	77.8	77.8	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	44.4	38.2	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	22.2	29.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	55.6	34.9	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	33.3	83.2	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	66.7	75.3	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	55.6	69.8	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	66.7	84.2	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	88.9	72.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	77.8	86.6	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	66.7	79.2	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	33.3	33.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	55.6	64.4	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	55.6	53.0	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=7]	District [N=237]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	90.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	50.0	84.0	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	83.3	76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	83.3	70.8	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	95.3	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	66.7	42.5	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	50.0	77.8	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	50.0	38.2	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	16.7	29.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	33.3	34.9	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	66.7	83.2	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	83.3	75.3	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	66.7	69.8	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	83.3	84.2	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	83.3	72.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	83.3	86.6	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	100.0	79.2	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	66.7	33.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	83.3	64.4	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	83.3	53.0	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 014 Jens Haven Memorial, Nain

Grades: K-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=23]	District [N=237]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	88.9	90.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	83.3	84.0	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	44.4	76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	55.6	70.8	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	94.4	95.3	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	50.0	42.5	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	55.6	77.8	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	44.4	38.2	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	27.8	29.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	33.3	34.9	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	80.0	83.2	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	50.0	75.3	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	65.0	69.8	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	85.0	84.2	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	55.0	72.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	65.0	86.6	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	70.0	79.2	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	25.0	33.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	70.0	64.4	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	35.0	53.0	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 015 Lake Melville School, North West River

Grades: K-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=5]	District [N=237]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	90.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)		84.0	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)		76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)		70.8	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)		95.3	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)		42.5	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		77.8	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		38.2	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		29.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		34.9	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)		N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		83.2	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		75.3	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)		69.8	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)		84.2	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		72.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		86.6	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)		79.2	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		33.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		64.4	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		53.0	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)		N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 1 - Labrador

School #: 016 B.L. Morrison, Postville

Grades: K-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=2]	District [N=237]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	90.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)		84.0	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)		76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)		70.8	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)		95.3	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)		42.5	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		77.8	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		38.2	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		29.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		34.9	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)		N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		83.2	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		75.3	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)		69.8	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)		84.2	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		72.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		86.6	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)		79.2	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		33.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		64.4	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		53.0	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)		N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 1 - Labrador

School #: 017 Northern Lights Academy, Rigolet

Grades: K-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=3]	District [N=237]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	90.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)		84.0	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)		76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)		70.8	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)		95.3	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)		42.5	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		77.8	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		38.2	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		29.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		34.9	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)		N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		83.2	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		75.3	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)		69.8	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)		84.2	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		72.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		86.6	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)		79.2	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		33.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		64.4	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		53.0	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)		N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 1 - Labrador

School #: 381

J.R. Smallwood Middle School, Wabush

Grades: 4-7

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=91]	District [N=237]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	91.4	90.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	87.7	84.0	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	91.4	76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	77.8	70.8	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	96.3	95.3	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	38.3	42.5	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	86.4	77.8	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	30.9	38.2	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	28.4	29.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	33.3	34.9	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	90.3	83.2	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	80.6	75.3	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	75.0	69.8	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	81.9	84.2	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	77.8	72.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	93.1	86.6	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	77.8	79.2	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	36.1	33.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	61.1	64.4	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	56.9	53.0	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=3]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)		85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)		76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)		78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)		93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)		49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)		N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)		73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)		87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)		79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)		N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=1]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)		85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)		76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)		78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)		93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)		49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)		N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)		73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)		87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)		79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)		N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 024 James Cook Memorial, Cook's Harbour

Grades: K-1,5-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=4]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)		85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)		76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)		78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)		93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)		49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)		N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)		73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)		87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)		79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)		N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 026 H.G. Fillier Academy, Englee

Grades: K-9

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=6]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	50.0	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	75.0	85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	100.0	76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	100.0	78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	25.0	49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	100.0	79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	25.0	45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	50.0	36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	0.0	44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	100.0	79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	75.0	73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	75.0	87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	100.0	77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	50.0	89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	75.0	79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	25.0	31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	50.0	67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	100.0	57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=18]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	72.2	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	61.1	85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	72.2	76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	50.0	78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	27.8	49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	72.2	79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	16.7	45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	44.4	36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	38.9	44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	83.3	90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	66.7	79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	88.9	73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	88.9	87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	66.7	77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	94.4	89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	88.9	79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	27.8	31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	72.2	67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	50.0	57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=8]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	100.0	76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	50.0	78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	87.5	93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	62.5	49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	75.0	79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	50.0	45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	12.5	36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	62.5	44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	100.0	79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	75.0	73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	100.0	87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	100.0	77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	87.5	89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	87.5	79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	25.0	31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	75.0	67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	75.0	57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=1]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)		85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)		76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)		78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)		93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)		49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)		N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)		73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)		87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)		79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)		N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 040 St. Mary's AG, Mary's Harbour

Grades: K-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=7]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	85.7	85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	100.0	76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	100.0	78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	57.1	49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	71.4	79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	71.4	45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	42.9	36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	42.9	44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	71.4	79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	57.1	73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	71.4	87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	42.9	77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	85.7	79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	28.6	31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	28.6	67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	28.6	57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=5]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)		85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)		76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)		78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)		93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)		49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)		N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)		73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)		87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)		79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)		N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=34]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	87.9	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	90.9	85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	66.7	76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	78.8	78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	97.0	93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	39.4	49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	78.8	79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	30.3	45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	33.3	36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	39.4	44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	80.7	90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	74.2	79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	80.7	73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	96.8	87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	77.4	77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	87.1	89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	74.2	79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	38.7	31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	71.0	67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	54.8	57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=2]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)		85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)		76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)		78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)		93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)		49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)		N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)		73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)		87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)		79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)		N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 057 St. Peter's Academy, Benoit's Cove

Grades: K-9

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=15]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	80.0	76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	93.3	78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	93.3	93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	40.0	49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	80.0	79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	46.7	45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	13.3	36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	53.3	44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	93.3	90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	86.7	79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	80.0	73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	93.3	87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	93.3	77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	86.7	89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	66.7	79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	53.3	31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	73.3	67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	66.7	57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 060 C.C. Loughlin Elementary, Corner Brook

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=60]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	96.3	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	88.9	85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	79.6	76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	75.9	78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	90.7	93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	51.9	49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	85.2	79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	46.3	45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	44.4	36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	40.7	44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	82.7	90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	84.6	79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	69.2	73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	84.6	87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	73.1	77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	92.3	89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	84.6	79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	26.9	31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	65.4	67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	36.5	57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=64]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	95.2	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	82.5	85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	81.0	76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	71.4	78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	92.1	93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	71.4	49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	85.7	79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	46.0	45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	46.0	36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	49.2	44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	88.7	90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	82.3	79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	72.6	73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	77.4	87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	69.4	77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	91.9	89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	82.3	79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	30.7	31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	74.2	67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	46.8	57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 066

J.J. Curling Elementary, Corner Brook

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=37]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	94.3	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	91.4	85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	82.9	76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	74.3	78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	88.6	93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	57.1	49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	65.7	79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	62.9	45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	34.3	36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	54.3	44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	97.1	90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	88.6	79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	77.1	73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	88.6	87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	88.6	77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	94.3	89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	88.6	79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	42.9	31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	77.1	67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	57.1	57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 069 Sacred Heart Elementary, Corner Brook

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=38]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	94.3	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	94.3	85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	80.0	76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	60.0	78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	91.4	93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	34.3	49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	85.7	79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	51.4	45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	31.4	36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	42.9	44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	77.1	90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	71.4	79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	71.4	73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	88.6	87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	57.1	77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	80.0	89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	77.1	79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	22.9	31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	51.4	67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	48.6	57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=13]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	83.3	85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	75.0	76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	75.0	78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	91.7	93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	66.7	49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	75.0	79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	41.7	45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	41.7	36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	66.7	44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	100.0	79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	75.0	73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	83.3	87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	83.3	77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	91.7	89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	75.0	79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	58.3	31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	75.0	67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	58.3	57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=2]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)		85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)		76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)		78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)		93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)		49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)		N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)		73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)		87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)		79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)		N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=4]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)		85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)		76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)		78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)		93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)		49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)		N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)		73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)		87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)		79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)		N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=13]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	70.0	85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	100.0	76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	90.0	78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	90.0	49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	60.0	79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	50.0	45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	10.0	36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	70.0	44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	81.8	90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	54.6	79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	63.6	73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	72.7	87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	81.8	77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	81.8	89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	72.7	79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	36.4	31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	81.8	67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	45.5	57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=39]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	94.3	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	91.4	85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	77.1	76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	80.0	78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	94.3	93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	25.7	49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	82.9	79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	51.4	45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	25.7	36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	31.4	44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	94.4	90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	80.6	79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	66.7	73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	86.1	87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	94.4	77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	86.1	89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	91.7	79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	27.8	31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	80.6	67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	58.3	57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=29]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	81.5	85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	66.7	76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	88.9	78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	92.6	93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	77.8	49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	92.6	79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	44.4	45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	25.9	36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	44.4	44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	91.7	90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	87.5	79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	87.5	73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	95.8	87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	91.7	77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	95.8	89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	50.0	79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	45.8	31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	45.8	67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	62.5	57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=18]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	93.8	85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	75.0	76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	75.0	78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	87.5	93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	62.5	49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	81.3	79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	62.5	45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	25.0	36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	43.8	44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	94.1	90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	82.4	79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	94.1	73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	82.4	87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	82.4	77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	94.1	89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	76.5	79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	35.3	31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	70.6	67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	70.6	57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=5]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)		85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)		76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)		78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)		93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)		49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)		N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)		73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)		87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)		79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)		N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=9]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	88.9	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	55.6	85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	66.7	76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	66.7	78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	55.6	49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	66.7	79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	44.4	45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	22.2	36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	33.3	44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	66.7	90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	77.8	79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	66.7	73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	66.7	87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	77.8	77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	66.7	89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	44.4	79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	33.3	31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	44.4	67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	33.3	57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=13]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	92.3	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	92.3	85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	76.9	76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	76.9	78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	92.3	93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	30.8	49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	84.6	79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	23.1	45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	30.8	36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	46.2	44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	84.6	90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	92.3	79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	53.9	73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	92.3	87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	53.9	77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	84.6	89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	84.6	79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	38.5	31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	100.0	67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	61.5	57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=14]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	90.9	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	90.9	85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	72.7	76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	72.7	78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	72.7	49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	72.7	79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	72.7	45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	27.3	36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	45.5	44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	81.8	79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	81.8	73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	90.9	87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	100.0	77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	72.7	79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	45.5	31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	63.6	67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	72.7	57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=9]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	71.4	85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	57.1	76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	42.9	78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	85.7	93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	42.9	49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	85.7	79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	57.1	45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	57.1	36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	85.7	44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	37.5	79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	75.0	73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	87.5	87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	62.5	77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	87.5	79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	25.0	31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	87.5	67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	50.0	57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 097

St. James' Elementary, Channel-Port Aux Basques

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=45]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	90.5	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	83.3	85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	73.8	76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	76.2	78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	92.9	93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	66.7	49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	78.6	79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	54.8	45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	33.3	36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	28.6	44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	95.4	90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	67.4	79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	69.8	73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	90.7	87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	74.4	77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	83.7	89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	79.1	79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	23.3	31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	58.1	67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	62.8	57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=8]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	85.7	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	100.0	76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	85.7	78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	57.1	49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	100.0	79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	42.9	45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	14.3	36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	28.6	44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	71.4	90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	57.1	79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	85.7	73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	100.0	87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	100.0	77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	42.9	79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	42.9	31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	71.4	67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	42.9	57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=13]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	91.7	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	50.0	85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	66.7	76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	83.3	78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	66.7	49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	83.3	79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	33.3	45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	58.3	36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	41.7	44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	58.3	79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	41.7	73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	100.0	87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	41.7	77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	66.7	89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	75.0	79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	0.0	31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	75.0	67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	75.0	57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=15]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	92.9	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	85.7	85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	100.0	76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	64.3	78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	50.0	49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	85.7	79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	28.6	45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	57.1	36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	42.9	44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	84.6	90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	76.9	79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	84.6	73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	76.9	87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	76.9	77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	84.6	79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	38.5	31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	61.5	67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	53.9	57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=5]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)		85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)		76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)		78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)		93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)		49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)		N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)		73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)		87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)		79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)		N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=16]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	86.7	85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	93.3	76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	93.3	78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	86.7	93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	73.3	49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	86.7	79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	46.7	45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	33.3	36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	73.3	44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	73.3	79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	86.7	73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	93.3	87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	86.7	77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	93.3	89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	86.7	79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	33.3	31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	66.7	67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	60.0	57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=21]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	94.7	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	84.2	85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	52.6	76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	79.0	78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	42.1	49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	89.5	79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	31.6	45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	31.6	36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	52.6	44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	93.8	90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	100.0	79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	75.0	73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	100.0	87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	62.5	77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	93.8	89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	93.8	79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	37.5	31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	75.0	67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	62.5	57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 137

St. Simon and St. Jude Academy, Francois

Grades: K,3,5-10,12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=3]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)		85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)		76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)		78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)		93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)		49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)		N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)		73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)		87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)		79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)		N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=11]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	90.9	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	72.7	85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	36.4	76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	63.6	78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	36.4	49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	63.6	79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	45.5	45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	18.2	36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	36.4	44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	90.9	90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	81.8	79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	81.8	73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	63.6	87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	63.6	77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	90.9	89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	90.9	79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	45.5	31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	90.9	67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	45.5	57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=50]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	95.2	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	90.5	85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	78.6	76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	88.1	78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	95.2	93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	47.6	49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	69.1	79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	33.3	45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	31.0	36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	50.0	44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	97.4	90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	87.2	79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	69.2	73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	89.7	87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	82.1	77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	89.7	89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	74.4	79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	38.5	31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	59.0	67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	66.7	57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=6]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	60.0	85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	80.0	76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	100.0	78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	80.0	93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	20.0	49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	100.0	79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	80.0	45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	80.0	36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	40.0	44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	83.3	90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	100.0	79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	100.0	73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	100.0	87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	50.0	77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	83.3	79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	33.3	31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	66.7	67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	33.3	57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=5]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)		85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)		76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)		78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)		93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)		49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)		N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)		73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)		87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)		79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)		N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=85]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	92.5	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	85.0	85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	81.3	76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	88.8	78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	95.0	93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	35.0	49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	66.3	79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	43.8	45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	45.0	36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	47.5	44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	89.7	90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	82.1	79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	70.5	73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	84.6	87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	73.1	77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	79.5	89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	82.1	79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	21.8	31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	59.0	67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	56.4	57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=20]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	88.2	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	82.4	85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	58.8	76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	88.2	78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	88.2	93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	41.2	49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	88.2	79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	52.9	45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	47.1	36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	35.3	44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	94.1	90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	82.4	79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	58.8	73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	82.4	87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	82.4	77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	94.1	89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	82.4	79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	35.3	31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	88.2	67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	41.2	57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=9]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	87.5	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	75.0	85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	87.5	76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	75.0	78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	12.5	49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	100.0	79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	12.5	45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	37.5	36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	25.0	44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	66.7	90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	55.6	79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	55.6	73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	88.9	87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	66.7	77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	66.7	79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	22.2	31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	55.6	67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	88.9	57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=13]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	61.5	76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	100.0	78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	38.5	49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	76.9	79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	46.2	45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	15.4	36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	61.5	44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	63.6	79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	90.9	73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	100.0	87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	90.9	77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	90.9	89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	81.8	79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	9.1	31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	72.7	67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	72.7	57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=19]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	84.2	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	68.4	85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	52.6	76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	79.0	78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	84.2	93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	21.1	49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	84.2	79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	47.4	45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	52.6	36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	36.8	44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	89.5	90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	89.5	79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	63.2	73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	79.0	87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	84.2	77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	94.7	89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	63.2	79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	21.1	31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	57.9	67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	68.4	57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=23]	District [N=838]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.4	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	84.2	85.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	94.7	76.4	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	89.5	78.9	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	94.7	93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	52.6	49.6	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	84.2	79.3	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	57.9	45.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	36.8	36.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	52.6	44.8	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	90.0	90.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	65.0	79.2	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	100.0	73.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	95.0	87.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	85.0	77.2	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	89.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	80.0	79.1	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	35.0	31.2	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	70.0	67.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	70.0	57.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 125 Copper Ridge Academy, Baie Verte

Grades: K-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=20]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	94.7	87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	94.7	78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	73.7	76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	89.5	93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	89.5	53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	89.5	81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	68.4	40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	15.8	31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	63.2	45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	88.9	89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	94.4	79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	77.8	76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	100.0	89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	77.8	77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	94.4	78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	55.6	33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	83.3	64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	61.1	54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 133 Memorial Academy, Botwood

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=51]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	93.3	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	95.6	87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	82.2	78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	80.0	76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	95.6	93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	68.9	53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	82.2	81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	46.7	40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	28.9	31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	44.4	45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	93.2	89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	77.3	79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	77.3	76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	97.7	89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	79.6	77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	90.9	88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	75.0	78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	29.6	33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	79.6	64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	52.3	54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 143 Millcrest Academy, Grand Falls-Windsor

Grades: 4-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=101]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	95.9	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	93.9	87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	86.7	78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	71.4	76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	92.9	93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	51.0	53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	73.5	81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	40.8	40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	28.6	31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	42.9	45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	90.3	89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	75.3	79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	78.5	76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	85.0	89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	75.3	77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	88.2	88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	76.3	78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	28.0	33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	64.5	64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	54.8	54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 144 Sprucewood Academy, Grand Falls-Windsor

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=31]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	96.8	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	77.4	87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	74.2	78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	67.7	76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	90.3	93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	71.0	53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	87.1	81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	35.5	40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	41.9	31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	61.3	45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	96.4	89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	89.3	79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	82.1	76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	92.9	89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	82.1	77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	85.7	88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	78.6	78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	42.9	33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	71.4	64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	75.0	54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 150 St. Joseph's Elementary, Harbour Breton

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=20]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	94.7	87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	68.4	78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	84.2	76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	89.5	93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	42.1	53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	89.5	81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	31.6	40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	21.1	31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	63.2	45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	94.1	89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	94.1	79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	82.4	76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	88.2	89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	82.4	77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	88.2	88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	88.2	78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	41.2	33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	58.8	64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	58.8	54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 (<i>item parameter</i>)	School [N=7]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	85.7	87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	71.4	78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	85.7	76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	71.4	53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	85.7	81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	14.3	40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	42.9	31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	57.1	45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	100.0	79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	85.7	76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	100.0	89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	100.0	77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	71.4	88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	100.0	78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	57.1	33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	57.1	64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	57.1	54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 152 Valmont Academy, King's Point

Grades: K-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=11]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	72.7	78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	81.8	76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	54.6	53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	81.8	81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	36.4	40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	45.5	31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	36.4	45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	81.8	79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	63.6	76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	100.0	89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	90.9	77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	90.9	78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	36.4	33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	100.0	64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	63.6	54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 (<i>item parameter</i>)	School [N=19]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	77.8	87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	66.7	78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	72.2	76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	16.7	53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	88.9	81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	38.9	40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	38.9	31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	33.3	45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	77.8	79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	72.2	76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	88.9	89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	77.8	77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	94.4	88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	72.2	78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	27.8	33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	61.1	64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	44.4	54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 156 H.L. Strong Academy, Little Bay Islands

Grades: 6,9

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=1]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)		87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)		78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)		76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)		93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)		53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)		N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)		76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)		89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)		78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)		N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 157 St. Peter's AG, McCallum

Grades: 2,5-6,8-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=1]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)		87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)		78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)		76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)		93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)		53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)		N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)		76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)		89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)		78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)		N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 158 MSB Regional Academy, Middle Arm

Grades: K-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=16]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	81.3	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	68.8	87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	75.0	78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	68.8	76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	87.5	93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	31.3	53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	81.3	81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	43.8	40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	18.8	31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	6.3	45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	78.6	89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	92.9	79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	71.4	76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	92.9	89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	64.3	77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	85.7	88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	71.4	78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	28.6	33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	85.7	64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	71.4	54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 163 Point Leamington Academy, Point Leamington

Grades: K-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=7]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	28.6	78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	71.4	76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	71.4	53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	100.0	81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	28.6	40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	28.6	31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	71.4	45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	85.7	89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	85.7	79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	85.7	76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	100.0	89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	100.0	77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	57.1	78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	14.3	33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	85.7	64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	85.7	54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 165 St. Stephen's AG, Rencontre East

Grades: K-4,6-7,9-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=1]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)		87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)		78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)		76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)		93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)		53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)		N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)		76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)		89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)		78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)		N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 167 Green Bay South Academy, Robert's Arm

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=37]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	85.7	87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	94.3	78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	71.4	76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	97.1	93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	62.9	53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	65.7	81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	37.1	40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	20.0	31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	37.1	45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	87.9	89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	87.9	79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	87.9	76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	87.9	89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	84.9	77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	84.9	78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	33.3	33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	42.4	64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	69.7	54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 174 St. Peter's Academy, Westport

Grades: K-1,4-7,9-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=2]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)		87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)		78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)		76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)		93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)		53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)		N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)		76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)		89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)		78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)		N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 177 Greenwood Academy, Campbellton

Grades: K-9

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=15]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	93.3	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	86.7	87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	80.0	78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	73.3	76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	86.7	53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	93.3	81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	13.3	40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	26.7	31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	66.7	45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	76.9	79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	53.9	76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	84.6	89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	76.9	77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	76.9	78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	30.8	33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	53.9	64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	23.1	54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 178 Phoenix Academy, Carmanville

Grades: K-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=27]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	96.0	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	96.0	87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	76.0	78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	68.0	76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	88.0	93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	16.0	53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	84.0	81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	60.0	40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	16.0	31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	24.0	45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	59.1	79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	68.2	76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	86.4	89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	68.2	77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	86.4	88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	81.8	78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	18.2	33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	59.1	64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	40.9	54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 (<i>item parameter</i>)	School [N=7]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	85.7	87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	85.7	78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	100.0	76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	71.4	93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	28.6	53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	71.4	81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	57.1	40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	14.3	31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	42.9	45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	100.0	79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	71.4	76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	100.0	89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	71.4	77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	85.7	88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	71.4	78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	0.0	33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	57.1	64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	14.3	54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 180 A. R. Scammell Academy, Change Islands

Grades: K-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=2]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)		87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)		78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)		76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)		93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)		53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)		N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)		76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)		89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)		78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)		N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 183 William Mercer Academy, Dover

Grades: K-9

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=12]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	91.7	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	83.3	87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	75.0	78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	91.7	76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	75.0	53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	83.3	81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	16.7	40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	25.0	31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	50.0	45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	91.7	89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	83.3	79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	66.7	76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	100.0	89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	83.3	77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	91.7	88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	75.0	78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	41.7	33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	91.7	64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	33.3	54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 188 Sandstone Academy, Ladle Cove

Grades: K-3,5-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=4]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)		87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)		78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)		76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)		93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)		53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)		N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)		76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)		89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)		78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)		N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 189 Lewisporte Academy, Lewisporte

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=51]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	79.6	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	87.8	87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	65.3	78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	69.4	76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	95.9	93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	46.9	53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	91.8	81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	38.8	40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	42.9	31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	36.7	45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	90.0	89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	84.0	79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	76.0	76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	82.0	89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	78.0	77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	86.0	88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	76.0	78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	50.0	33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	72.0	64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	52.0	54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 192 Lumsden Academy, Lumsden

Grades: K-9

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=10]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	77.8	87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	88.9	78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	88.9	76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	33.3	53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	77.8	81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	44.4	40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	77.8	31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	11.1	45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	70.0	89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	90.0	79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	70.0	76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	90.0	89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	70.0	77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	70.0	88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	80.0	78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	20.0	33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	30.0	64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	50.0	54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 194 Gill Memorial Academy, Musgrave Harbour

Grades: K-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=15]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	86.7	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	73.3	87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	66.7	78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	60.0	76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	60.0	53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	93.3	81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	53.3	40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	46.7	31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	53.3	45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	71.4	89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	57.1	79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	64.3	76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	100.0	89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	78.6	77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	92.9	78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	28.6	33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	78.6	64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	64.3	54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 196 St. Gabriel's AG, St. Brendan's

Grades: K-1,4-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=2]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)		87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)		78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)		76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)		93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)		53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)		N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)		76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)		89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)		78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)		N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 202 Twillingate Island Elementary, Twillingate

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=18]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	88.2	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	94.1	87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	64.7	78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	94.1	76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	76.5	93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	70.6	53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	94.1	81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	23.5	40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	29.4	31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	41.2	45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	75.0	89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	75.0	79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	75.0	76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	87.5	89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	62.5	77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	87.5	88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	93.8	78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	12.5	33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	43.8	64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	31.3	54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 204 Pearson Academy, Wesleyville

Grades: K-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=17]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	87.5	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	93.8	87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	75.0	78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	75.0	76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	25.0	53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	87.5	81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	43.8	40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	25.0	31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	31.3	45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	87.5	89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	81.3	79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	62.5	76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	93.8	89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	75.0	77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	81.3	88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	75.0	78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	6.3	33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	43.8	64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	37.5	54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 (<i>item parameter</i>)	School [N=24]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	91.3	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	78.3	87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	56.5	78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	69.6	76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	95.7	93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	43.5	53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	91.3	81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	21.7	40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	30.4	31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	30.4	45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	79.0	89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	47.4	79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	52.6	76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	68.4	89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	26.3	77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	63.2	88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	79.0	78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	21.1	33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	63.2	64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	52.6	54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 398 Avoca Collegiate, Badger

Grades: K-9

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=13]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	90.9	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	81.8	78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	81.8	76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	90.9	93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	90.9	53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	27.3	81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	27.3	40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	18.2	31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	54.6	45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	72.7	89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	100.0	79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	63.6	76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	90.9	89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	63.6	77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	81.8	88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	100.0	78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	18.2	33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	81.8	64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	36.4	54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 400 Helen Tulk Elementary, Bishop's Falls

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=28]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	92.6	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	88.9	87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	88.9	78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	66.7	76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	48.2	53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	88.9	81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	48.2	40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	25.9	31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	44.4	45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	92.6	89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	92.6	79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	85.2	76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	92.6	89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	85.2	77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	88.9	88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	74.1	78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	37.0	33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	59.3	64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	63.0	54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 403 Lakeside Academy, Buchans

Grades: K-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=8]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	87.5	87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	100.0	78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	87.5	76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	87.5	93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	0.0	53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	100.0	81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	37.5	40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	25.0	31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	37.5	45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	75.0	89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	50.0	79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	62.5	76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	100.0	89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	100.0	77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	87.5	88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	100.0	78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	25.0	33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	50.0	64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	62.5	54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 405 Cottrell's Cove Academy, Cottrell's Cove

Grades: 1-3,5-7,9-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=1]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)		87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)		78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)		76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)		93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)		53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)		N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)		76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)		89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)		78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)		N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 (<i>item parameter</i>)	School [N=15]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	81.8	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	81.8	87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	72.7	78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	63.6	76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	90.9	93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	81.8	53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	100.0	81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	54.6	40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	54.6	31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	54.6	45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	73.3	89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	73.3	79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	86.7	76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	80.0	89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	53.3	77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	93.3	88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	73.3	78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	33.3	33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	73.3	64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	73.3	54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 407 Bay d'Espoir Academy, Milltown

Grades: K-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=27]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	96.2	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	92.3	87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	76.9	78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	88.5	76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	96.2	93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	65.4	53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	92.3	81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	42.3	40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	26.9	31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	42.3	45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	76.0	79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	92.0	76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	96.0	89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	72.0	77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	84.0	88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	80.0	78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	36.0	33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	68.0	64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	64.0	54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 409 Indian River Academy, Springdale

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=46]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	92.5	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	85.0	87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	85.0	78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	82.5	76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	85.0	93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	77.5	53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	92.5	81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	47.5	40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	42.5	31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	50.0	45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	89.5	89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	79.0	79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	81.6	76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	68.4	89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	84.2	77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	84.2	88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	68.4	78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	42.1	33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	63.2	64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	60.5	54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 413 Holy Cross School Complex, Eastport

Grades: K-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=7]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	100.0	78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	100.0	76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	100.0	53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	85.7	81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	100.0	40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	28.6	31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	100.0	45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	83.3	79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	83.3	76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	100.0	89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	66.7	77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	83.3	78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	50.0	33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	83.3	64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	83.3	54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 414 Fogo Island Central Academy, Fogo Island

Grades: K-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=17]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	83.3	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	83.3	87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	83.3	78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	66.7	76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	83.3	93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	91.7	53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	100.0	81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	50.0	40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	16.7	31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	33.3	45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	61.5	79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	92.3	76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	100.0	89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	76.9	77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	92.3	88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	76.9	78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	46.2	33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	61.5	64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	61.5	54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 416 Smallwood Academy, Gambo

Grades: K-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=14]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	70.0	87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	70.0	78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	100.0	76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	40.0	53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	90.0	81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	40.0	40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	40.0	31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	40.0	45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	91.7	89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	75.0	79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	75.0	76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	91.7	89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	75.0	77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	66.7	88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	75.0	78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	25.0	33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	66.7	64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	25.0	54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 417 Gander Academy, Gander

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=130]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	92.7	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	90.3	87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	80.7	78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	79.8	76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	95.2	93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	42.7	53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	75.8	81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	40.3	40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	31.5	31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	56.5	45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	88.5	89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	83.6	79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	81.2	76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	91.0	89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	83.6	77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	89.3	88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	72.1	78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	44.3	33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	56.6	64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	45.9	54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 421 Lakewood Academy, Glenwood

Grades: K-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=23]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	91.3	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	73.9	87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	65.2	78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	60.9	76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	95.7	93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	52.2	53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	69.6	81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	56.5	40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	21.7	31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	47.8	45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	77.3	89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	68.2	79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	68.2	76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	90.9	89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	68.2	77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	86.4	88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	86.4	78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	31.8	33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	59.1	64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	63.6	54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 422 Glovertown Academy, Glovertown

Grades: K-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=30]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	87.0	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	91.3	87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	73.9	78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	73.9	76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	95.7	93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	34.8	53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	65.2	81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	21.7	40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	39.1	31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	34.8	45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	76.0	89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	60.0	79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	48.0	76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	92.0	89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	80.0	77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	80.0	88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	80.0	78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	24.0	33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	68.0	64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	40.0	54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 426 Hillview Academy, Norris Arm

Grades: K-9

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=9]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	87.5	78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	100.0	76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	87.5	93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	25.0	53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	62.5	81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	50.0	40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	50.0	31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	62.5	45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	100.0	79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	77.8	76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	100.0	89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	88.9	77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	66.7	78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	11.1	33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	55.6	64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	66.7	54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 #: 478 New World Island Academy, Summerford

Grades: K-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=25]	District [N=922]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	96.0	93.1	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	80.0	87.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	88.0	78.5	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	92.0	76.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	88.0	93.6	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	36.0	53.4	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	76.0	81.9	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	32.0	40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	36.0	31.4	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	40.0	45.3	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	91.3	89.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	87.0	79.4	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	87.0	76.4	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	100.0	89.9	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	87.0	77.3	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	95.7	88.4	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	69.6	78.0	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	30.4	33.7	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	60.9	64.2	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	65.2	54.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 213 Lake Academy, Fortune

Grades: K-7

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=45]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	90.9	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	90.9	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	81.8	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	77.3	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	93.2	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	59.1	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	95.5	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	25.0	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	38.6	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	40.9	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	89.2	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	73.0	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	62.2	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	83.8	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	70.3	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	91.9	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	67.6	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	32.4	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	75.7	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	62.2	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=8]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	87.5	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	75.0	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	37.5	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	75.0	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	25.0	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	75.0	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	37.5	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	25.0	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	100.0	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	85.7	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	42.9	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	71.4	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	71.4	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	71.4	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	100.0	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	28.6	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	57.1	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	57.1	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 220 Sacred Heart Academy, Marystown

Grades: K-7

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=54]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	90.0	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	80.0	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	86.0	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	66.0	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	94.0	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	54.0	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	90.0	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	42.0	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	38.0	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	56.0	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	88.0	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	78.0	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	78.0	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	90.0	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	74.0	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	86.0	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	80.0	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	46.0	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	68.0	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	62.0	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=6]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	83.3	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	100.0	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	100.0	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	100.0	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	100.0	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	16.7	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	66.7	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	83.3	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	100.0	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	83.3	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	100.0	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	83.3	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	100.0	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	50.0	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	100.0	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	100.0	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 224 Donald C. Jamieson Academy, Burin Bay Arm

Grades: K-7

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=42]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	87.8	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	73.2	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	78.1	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	65.9	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	95.1	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	56.1	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	78.1	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	58.5	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	34.2	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	43.9	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	97.4	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	89.5	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	79.0	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	94.7	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	94.7	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	92.1	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	89.5	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	47.4	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	71.1	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	84.2	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=17]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	93.3	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	93.3	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	80.0	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	86.7	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	40.0	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	93.3	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	33.3	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	46.7	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	60.0	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	94.1	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	70.6	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	76.5	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	88.2	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	70.6	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	70.6	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	82.4	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	11.8	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	70.6	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	70.6	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 228 St. Lawrence Academy, St. Lawrence

Grades: K-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=9]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	25.0	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	75.0	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	87.5	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	75.0	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	100.0	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	62.5	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	50.0	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	50.0	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	88.9	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	88.9	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	100.0	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	100.0	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	77.8	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	88.9	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	77.8	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	88.9	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	77.8	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 229 St. Joseph's All Grade, Terrenceville

Grades: K-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=9]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	62.5	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	87.5	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	75.0	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	75.0	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	37.5	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	75.0	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	75.0	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	37.5	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	37.5	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	85.7	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	57.1	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	85.7	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	71.4	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	71.4	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	42.9	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	28.6	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	71.4	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	57.1	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=40]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	88.9	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	75.0	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	75.0	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	63.9	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	22.2	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	83.3	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	30.6	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	41.7	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	22.2	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	77.8	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	77.8	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	80.6	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	91.7	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	75.0	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	86.1	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	83.3	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	41.7	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	77.8	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	58.3	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 234 Catalina Elementary School, Catalina

Grades: K-8

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=15]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	92.9	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	85.7	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	71.4	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	92.9	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	57.1	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	14.3	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	42.9	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	93.3	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	73.3	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	80.0	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	80.0	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	86.7	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	93.3	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	86.7	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	46.7	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	86.7	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	33.3	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 237 Anthony Paddon Elementary, Musgravetown

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=29]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	96.6	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	96.6	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	62.1	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	65.5	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	89.7	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	86.2	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	37.9	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	48.3	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	69.0	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	81.5	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	74.1	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	59.3	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	96.3	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	74.1	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	96.3	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	92.6	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	22.2	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	70.4	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	77.8	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=9]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	88.9	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	100.0	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	77.8	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	88.9	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	77.8	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	100.0	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	88.9	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	88.9	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	100.0	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	100.0	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	100.0	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	88.9	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	33.3	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	77.8	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	77.8	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 242 Random Island Academy, Hickman's Harbour

Grades: K-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=7]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	85.7	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	85.7	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	100.0	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	85.7	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	85.7	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	28.6	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	57.1	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	42.9	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	42.9	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	14.3	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	85.7	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	57.1	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	71.4	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	100.0	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	85.7	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	85.7	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	14.3	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	100.0	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	57.1	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 243 Riverside Elementary, Shoal Harbour

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=93]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	85.4	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	84.3	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	66.3	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	76.4	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	93.3	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	51.7	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	82.0	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	40.5	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	33.7	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	33.7	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	88.9	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	66.7	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	64.4	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	87.8	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	70.0	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	80.0	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	77.8	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	26.7	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	64.4	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	47.8	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 246 Swift Current Academy, Swift Current

Grades: K-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=5]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)		87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)		79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)		78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)		94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)		52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)		N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)		74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)		88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)		82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)		N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=87]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	89.6	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	87.0	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	81.8	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	76.6	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	97.4	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	52.0	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	85.7	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	49.4	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	31.2	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	50.7	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	86.8	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	86.8	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	81.6	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	82.9	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	76.3	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	89.5	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	81.6	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	35.5	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	57.9	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	68.4	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 258 Holy Family Elementary, Chapel Arm

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=20]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	85.0	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	85.0	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	70.0	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	75.0	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	95.0	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	35.0	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	90.0	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	50.0	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	35.0	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	40.0	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	94.4	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	83.3	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	61.1	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	100.0	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	77.8	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	77.8	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	88.9	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	5.6	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	77.8	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	66.7	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=25]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	95.8	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	87.5	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	87.5	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	75.0	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	83.3	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	58.3	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	25.0	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	58.3	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	79.2	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	87.5	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	87.5	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	87.5	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	91.7	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	79.2	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	25.0	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	66.7	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	58.3	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 262 Woodland Elementary, Dildo

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=35]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	91.4	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	91.4	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	74.3	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	65.7	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	97.1	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	42.9	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	65.7	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	54.3	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	31.4	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	60.0	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	87.9	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	72.7	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	90.9	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	78.8	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	84.9	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	93.9	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	72.7	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	33.3	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	54.6	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	54.6	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 265 Acreman Elementary, Green's Harbour

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=17]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	93.8	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	93.8	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	81.3	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	75.0	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	93.8	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	68.8	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	81.3	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	56.3	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	25.0	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	68.8	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	86.7	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	100.0	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	80.0	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	86.7	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	73.3	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	60.0	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	33.3	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	80.0	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	60.0	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 269 St. Francis School, Harbour Grace

Grades: 6-9

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=81]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	92.7	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	73.5	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	69.1	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	77.9	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	92.7	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	52.9	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	80.9	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	41.2	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	32.4	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	39.7	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	78.7	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	74.7	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	68.0	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	78.7	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	77.3	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	85.3	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	76.0	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	24.0	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	60.0	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	58.7	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=28]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	92.6	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	92.6	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	66.7	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	85.2	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	96.3	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	40.7	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	88.9	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	29.6	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	14.8	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	44.4	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	92.6	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	70.4	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	88.9	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	70.4	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	85.2	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	96.3	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	44.4	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	66.7	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	55.6	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 274 St. Catherine's Academy, Mount Carmel

Grades: K-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=11]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	90.0	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	80.0	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	40.0	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	60.0	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	50.0	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	90.0	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	20.0	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	50.0	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	60.0	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	90.0	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	80.0	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	50.0	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	90.0	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	80.0	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	90.0	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	70.0	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	40.0	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	70.0	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	70.0	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 278 All Hallows Elementary, North River

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=55]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	96.2	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	83.0	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	66.0	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	79.3	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	96.2	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	56.6	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	75.5	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	66.0	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	24.5	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	41.5	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	82.7	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	78.9	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	73.1	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	94.2	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	69.2	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	88.5	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	78.9	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	34.6	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	71.2	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	57.7	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 285 Holy Redeemer Elementary, Spaniard's Bay

Grades: K-9

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=33]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	97.0	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	90.9	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	93.9	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	81.8	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	97.0	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	78.8	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	6.1	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	87.9	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	96.3	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	96.3	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	92.6	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	96.3	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	96.3	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	81.5	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	66.7	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	96.3	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	77.8	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=7]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	83.3	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	33.3	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	66.7	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	66.7	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	66.7	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	50.0	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	83.3	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	50.0	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	66.7	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	83.3	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	66.7	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	83.3	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	83.3	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	83.3	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	83.3	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	16.7	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	83.3	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	66.7	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 287 Dunne Memorial Academy, St. Mary's

Grades: K-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=5]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)		87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)		79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)		78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)		94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)		52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)		N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)		74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)		88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)		82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)		N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 4 - Eastern

School #: 289 St. Peter's Elementary, Upper Island Cove

Grades: K-9

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=20]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	94.7	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	89.5	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	73.7	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	89.5	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	94.7	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	79.0	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	84.2	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	94.7	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	52.6	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	63.2	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	88.9	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	83.3	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	100.0	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	88.9	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	72.2	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	77.8	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	55.6	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	77.8	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	83.3	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 291 Perlwin Elementary, Winterton

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=20]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	94.7	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	89.5	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	89.5	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	68.4	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	84.2	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	52.6	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	84.2	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	42.1	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	31.6	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	31.6	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	82.4	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	70.6	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	70.6	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	82.4	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	64.7	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	94.1	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	94.1	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	47.1	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	70.6	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	35.3	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 294 St. Augustine's Elementary, Bell Island

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=28]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	95.8	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	87.5	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	79.2	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	79.2	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	37.5	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	91.7	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	33.3	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	12.5	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	20.8	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	87.5	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	66.7	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	54.2	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	70.8	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	58.3	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	79.2	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	83.3	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	50.0	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	66.7	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	50.0	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=103]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	90.5	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	84.2	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	74.7	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	81.1	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	95.8	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	23.2	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	85.3	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	32.6	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	29.5	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	57.9	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	86.9	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	76.8	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	64.7	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	93.9	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	76.8	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	84.9	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	82.8	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	21.2	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	60.6	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	60.6	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=101]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	96.8	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	89.5	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	86.3	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	87.4	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	93.7	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	64.2	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	82.1	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	40.0	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	29.5	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	48.4	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	97.9	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	79.4	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	80.4	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	83.5	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	81.4	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	88.7	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	84.5	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	41.2	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	68.0	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	56.7	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=42]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	94.6	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	73.0	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	91.9	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	86.5	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	59.5	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	86.5	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	54.1	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	27.0	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	43.2	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	91.4	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	82.9	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	65.7	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	82.9	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	82.9	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	91.4	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	91.4	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	31.4	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	62.9	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	45.7	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 308 Mary Queen of the World Elementary, Mount Pearl

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=58]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	90.9	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	83.6	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	81.8	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	65.5	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	92.7	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	41.8	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	90.9	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	29.1	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	25.5	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	30.9	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	91.2	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	77.2	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	68.4	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	82.5	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	73.7	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	86.0	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	82.5	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	28.1	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	61.4	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	52.6	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 310 Mount Pearl Intermediate, Mount Pearl

Grades: 5-9

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=106]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	93.6	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	89.4	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	81.9	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	80.9	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	95.7	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	37.2	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	84.0	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	44.7	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	30.9	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	40.4	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	94.7	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	79.8	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	86.2	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	92.6	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	87.2	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	90.4	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	81.9	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	39.4	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	71.3	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	50.0	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=83]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	97.5	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	90.0	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	87.5	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	80.0	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	90.0	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	60.0	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	83.8	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	45.0	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	23.8	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	60.0	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	93.8	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	90.0	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	78.8	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	88.8	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	85.0	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	87.5	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	75.0	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	35.0	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	66.3	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	73.8	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 316 St. Peter's Elementary, Mount Pearl

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=56]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	86.8	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	83.0	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	73.6	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	77.4	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	90.6	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	58.5	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	83.0	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	37.7	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	47.2	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	34.0	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	98.0	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	78.4	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	70.6	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	96.1	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	74.5	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	94.1	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	88.2	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	27.5	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	70.6	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	70.6	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=26]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	96.0	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	84.0	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	84.0	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	88.0	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	40.0	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	72.0	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	20.0	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	40.0	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	44.0	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	95.8	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	87.5	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	79.2	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	87.5	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	83.3	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	95.8	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	83.3	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	41.7	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	79.2	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	54.2	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 318 Holy Family Elementary, Paradise

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=81]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	93.8	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	90.0	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	85.0	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	82.5	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	96.3	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	45.0	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	81.3	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	45.0	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	35.0	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	43.8	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	89.9	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	79.8	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	79.8	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	88.6	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	77.2	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	96.2	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	89.9	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	46.8	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	60.8	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	50.6	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

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

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=68]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	95.5	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	92.4	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	81.8	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	81.8	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	90.9	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	51.5	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	72.7	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	33.3	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	25.8	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	40.9	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	88.9	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	90.5	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	79.4	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	82.5	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	77.8	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	92.1	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	79.4	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	31.8	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	65.1	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	63.5	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 325 Bishop Abraham Elementary, St. John's

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=26]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	92.0	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	72.0	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	76.0	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	64.0	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	92.0	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	40.0	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	84.0	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	28.0	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	20.0	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	36.0	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	95.5	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	77.3	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	59.1	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	86.4	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	72.7	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	90.9	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	72.7	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	40.9	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	68.2	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	63.6	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 326 Bishop Feild Elementary, St. John's

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=36]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	94.3	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	80.0	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	82.9	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	97.1	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	94.3	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	62.9	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	91.4	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	40.0	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	48.6	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	60.0	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	94.1	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	79.4	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	79.4	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	85.3	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	85.3	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	88.2	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	88.2	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	47.1	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	58.8	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	41.2	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 331 Cowan Heights Elementary, St. John's

Grades: K-7

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=50]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	93.5	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	93.5	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	80.4	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	80.4	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	95.7	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	67.4	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	76.1	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	30.4	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	45.7	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	43.5	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	93.5	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	80.4	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	73.9	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	89.1	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	84.8	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	95.7	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	89.1	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	30.4	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	65.2	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	60.9	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 334 Larkhall Academy, St. John's

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=40]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	81.6	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	86.8	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	63.2	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	63.2	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	89.5	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	50.0	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	73.7	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	47.4	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	34.2	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	55.3	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	81.6	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	76.3	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	68.4	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	76.3	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	76.3	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	86.8	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	89.5	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	18.4	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	65.8	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	42.1	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 337

Goulds Elementary, St. John's (Goulds)

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=85]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	98.7	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	94.8	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	84.4	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	81.8	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	92.2	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	63.6	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	72.7	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	41.6	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	28.6	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	35.1	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	92.2	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	67.5	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	77.9	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	88.3	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	76.6	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	96.1	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	77.9	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	24.7	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	55.8	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	59.7	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=23]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	82.6	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	87.0	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	69.6	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	91.3	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	43.5	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	69.6	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	39.1	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	26.1	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	52.2	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	90.9	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	81.8	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	86.4	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	95.5	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	63.6	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	86.4	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	95.5	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	36.4	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	63.6	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	40.9	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=59]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	96.4	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	92.9	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	83.9	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	76.8	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	94.6	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	53.6	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	82.1	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	58.9	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	26.8	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	42.9	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	96.2	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	75.5	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	73.6	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	88.7	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	86.8	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	96.2	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	75.5	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	50.9	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	66.0	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	56.6	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 345 Mary Queen of Peace Elementary, St. John's

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=98]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	92.7	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	88.5	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	82.3	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	81.3	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	93.8	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	65.6	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	85.4	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	40.6	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	31.3	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	52.1	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	97.9	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	90.5	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	77.9	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	89.5	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	82.1	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	95.8	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	74.7	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	46.3	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	64.2	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	60.0	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 348 Roncalli Elementary, St. John's

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=42]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	89.2	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	86.5	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	86.5	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	81.1	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	97.3	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	51.4	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	91.9	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	40.5	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	21.6	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	43.2	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	97.1	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	74.3	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	68.6	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	85.7	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	82.9	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	85.7	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	80.0	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	37.1	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	62.9	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	57.1	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=35]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	84.4	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	84.4	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	81.3	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	78.1	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	93.8	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	43.8	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	78.1	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	34.4	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	34.4	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	59.4	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	86.7	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	76.7	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	63.3	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	93.3	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	70.0	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	93.3	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	76.7	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	40.0	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	63.3	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	53.3	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

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

Grades: K-9

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=19]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	87.5	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	75.0	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	87.5	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	93.8	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	75.0	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	87.5	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	37.5	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	12.5	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	25.0	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	71.4	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	78.6	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	50.0	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	92.9	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	85.7	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	92.9	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	78.6	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	14.3	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	64.3	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	71.4	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 355 St. Mary's Elementary, St. John's

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=19]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	79.0	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	94.7	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	79.0	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	89.5	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	94.7	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	57.9	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	94.7	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	52.6	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	42.1	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	52.6	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	93.8	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	93.8	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	68.8	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	93.8	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	87.5	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	93.8	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	93.8	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	56.3	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	75.0	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	87.5	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 356 St. Matthews Elementary, St. John's

Grades: K-7

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=73]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	95.6	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	92.7	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	61.8	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	83.8	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	94.1	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	47.1	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	89.7	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	32.4	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	44.1	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	41.2	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	91.0	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	70.2	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	73.1	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	88.1	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	89.6	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	88.1	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	82.1	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	34.3	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	76.1	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	67.2	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=54]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	94.1	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	92.2	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	78.4	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	80.4	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	94.1	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	64.7	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	88.2	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	35.3	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	31.4	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	37.3	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	93.5	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	84.8	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	73.9	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	89.1	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	73.9	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	82.6	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	91.3	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	41.3	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	60.9	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	50.0	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

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

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=54]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	90.2	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	88.2	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	86.3	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	70.6	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	96.1	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	35.3	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	94.1	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	27.5	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	35.3	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	37.3	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	88.2	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	76.5	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	66.7	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	84.3	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	72.6	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	92.2	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	80.4	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	45.1	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	60.8	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	54.9	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 363 Vanier Elementary, St. John's

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=37]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	97.2	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	94.4	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	83.3	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	83.3	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	61.1	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	75.0	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	41.7	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	36.1	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	47.2	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	94.4	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	83.3	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	80.6	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	91.7	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	80.6	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	91.7	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	86.1	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	25.0	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	63.9	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	44.4	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 364 Virginia Park Elementary, St. John's

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=31]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	92.9	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	67.9	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	67.9	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	67.9	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	92.9	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	32.1	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	78.6	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	28.6	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	32.1	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	32.1	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	88.9	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	66.7	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	51.9	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	77.8	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	63.0	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	85.2	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	70.4	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	14.8	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	59.3	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	51.9	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 367 Holy Trinity Elementary, Torbay

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=91]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	95.5	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	86.5	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	79.8	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	77.5	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	92.1	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	44.9	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	80.9	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	36.0	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	29.2	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	46.1	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	89.5	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	84.9	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	74.4	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	87.2	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	84.9	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	95.4	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	81.4	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	40.7	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	69.8	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	60.5	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 370 Stella Maris Academy, Trepassey

Grades: K-6,8-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=8]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	87.5	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	87.5	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	87.5	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	87.5	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	62.5	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	100.0	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	50.0	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	37.5	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	75.0	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	87.5	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	75.0	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	87.5	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	100.0	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	75.0	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	75.0	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	75.0	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	25.0	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	100.0	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	50.0	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=70]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	88.2	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	82.4	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	79.4	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	82.4	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	97.1	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	35.3	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	82.4	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	48.5	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	32.4	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	45.6	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	85.7	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	76.8	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	60.7	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	91.1	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	73.2	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	94.6	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	83.9	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	26.8	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	67.9	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	39.3	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 372 St. Bernard's Elementary, Witless Bay

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=39]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	97.4	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	86.8	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	81.6	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	73.7	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	97.4	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	71.1	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	94.7	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	18.4	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	29.0	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	26.3	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	94.7	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	81.6	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	71.1	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	97.4	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	86.8	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	86.8	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	86.8	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	23.7	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	76.3	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	65.8	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 427 Holy Name of Mary Academy, Lawn

Grades: K-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=4]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)		87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)		79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)		78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)		94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)		52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)		N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)		74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)		88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)		82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)		N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 4 - Eastern

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

Grades: K-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=11]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	90.9	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	100.0	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	100.0	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	100.0	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	100.0	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	54.6	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	36.4	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	63.6	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	90.9	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	100.0	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	100.0	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	100.0	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	81.8	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	63.6	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	63.6	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	72.7	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=6]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	100.0	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	100.0	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	80.0	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	100.0	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	60.0	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	0.0	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	80.0	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	100.0	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	100.0	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	100.0	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	100.0	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	83.3	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	16.7	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	16.7	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	83.3	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 433 Tricon Elementary, Bay de Verde

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=17]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	70.6	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	88.2	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	82.4	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	70.6	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	94.1	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	41.2	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	17.7	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	41.2	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	87.5	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	68.8	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	87.5	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	93.8	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	81.3	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	87.5	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	93.8	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	37.5	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	68.8	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	31.3	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 435 St. Anne's Academy, Dunville

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=44]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	85.7	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	71.4	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	73.8	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	92.9	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	50.0	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	90.5	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	47.6	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	26.2	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	40.5	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	88.1	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	73.8	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	76.2	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	83.3	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	78.6	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	95.2	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	88.1	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	26.2	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	66.7	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	54.8	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 438 Epiphany Elementary, Heart's Delight

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=11]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	100.0	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	100.0	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	71.4	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	85.7	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	28.6	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	28.6	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	42.9	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	85.7	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	100.0	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	100.0	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	100.0	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	85.7	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	71.4	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	85.7	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	57.1	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 442 Persalvic Elementary, Victoria

Grades: K-9

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=22]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	90.0	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	80.0	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	80.0	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	75.0	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	90.0	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	35.0	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	75.0	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	40.0	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	35.0	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	30.0	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	68.4	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	79.0	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	73.7	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	84.2	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	57.9	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	94.7	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	89.5	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	21.1	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	47.4	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	68.4	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=22]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	89.5	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	84.2	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	68.4	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	52.6	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	94.7	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	63.2	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	63.2	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	57.9	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	31.6	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	42.1	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	85.7	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	61.9	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	85.7	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	85.7	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	61.9	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	81.0	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	76.2	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	28.6	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	61.9	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	71.4	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 446 Whitbourne Elementary, Whitbourne

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=13]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	83.3	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	91.7	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	83.3	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	41.7	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	91.7	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	25.0	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	41.7	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	33.3	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	90.0	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	80.0	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	90.0	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	90.0	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	80.0	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	80.0	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	60.0	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	30.0	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	40.0	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=19]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	94.7	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	89.5	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	84.2	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	84.2	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	94.7	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	73.7	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	57.9	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	47.4	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	36.8	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	57.9	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	94.4	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	100.0	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	100.0	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	100.0	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	94.4	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	88.9	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	94.4	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	38.9	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	55.6	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	38.9	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=64]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	94.9	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	76.3	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	84.8	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	71.2	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	96.6	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	25.4	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	83.1	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	33.9	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	33.9	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	40.7	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	91.4	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	72.4	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	65.5	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	86.2	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	67.2	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	82.8	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	89.7	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	24.1	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	58.6	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	44.8	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 473 Cape St. Francis Elementary, Pouch Cove

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=29]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	96.6	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	82.8	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	82.8	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	89.7	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	93.1	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	65.5	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	79.3	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	27.6	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	41.4	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	41.4	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	92.9	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	71.4	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	82.1	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	92.9	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	75.0	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	96.4	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	85.7	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	32.1	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	71.4	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	60.7	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=22]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	90.0	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	90.0	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	60.0	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	75.0	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	85.0	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	60.0	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	100.0	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	60.0	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	45.0	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	35.0	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	94.7	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	52.6	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	84.2	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	89.5	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	73.7	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	94.7	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	89.5	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	36.8	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	68.4	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	52.6	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 951 Paradise Elementary, Paradise

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=62]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	96.6	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	94.9	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	86.4	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	78.0	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	93.2	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	49.2	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	83.1	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	35.6	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	30.5	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	50.9	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	91.1	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	83.9	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	80.4	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	92.9	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	78.6	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	98.2	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	85.7	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	41.1	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	75.0	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	64.3	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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

School #: 952 Elizabeth Park Elementary School, Paradise

Grades: K-6

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=51]	District [N=2,970]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	98.0	93.3	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	94.0	87.1	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	86.0	79.3	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	82.0	78.5	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	98.0	94.5	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	86.0	52.8	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	84.0	83.5	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	46.0	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	26.0	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	70.0	46.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	89.4	90.6	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	72.3	79.0	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	76.6	74.7	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	89.4	88.4	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	89.4	78.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	91.5	90.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	80.9	82.5	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	29.8	35.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	70.2	66.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	57.5	58.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 803 - Private

School #: 373 First Baptist Academy, Mount Pearl

Grades: 1-8,10

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=4]	District [N=50]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	98.0	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)		93.9	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)		85.7	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)		83.7	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)		93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)		65.3	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		77.6	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		34.7	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		55.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)		N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		97.8	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		78.3	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)		82.6	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)		93.5	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		84.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		91.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)		73.9	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		50.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		63.0	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		52.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)		N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 803 - Private

School #: 375

Lakecrest -St. John's Independent School, St. John's

Grades: K-9

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=11]	District [N=50]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	98.0	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	93.9	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	100.0	85.7	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	72.7	83.7	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	90.9	65.3	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	100.0	77.6	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	54.6	40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	54.6	34.7	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	90.9	55.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	97.8	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	100.0	78.3	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	80.0	82.6	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	100.0	93.5	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	90.0	84.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	91.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	70.0	73.9	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	60.0	50.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	80.0	63.0	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	40.0	52.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 803 - Private

School #: 450 St. Bonaventure's College, St. John's

Grades: K-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=19]	District [N=50]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	98.0	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	94.4	93.9	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	88.9	85.7	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	94.4	83.7	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	88.9	93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	55.6	65.3	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	77.8	77.6	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	38.9	40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	22.2	34.7	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	38.9	55.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	97.8	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	82.4	78.3	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	82.4	82.6	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	94.1	93.5	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	88.2	84.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	88.2	91.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	88.2	73.9	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	52.9	50.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	58.8	63.0	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	70.6	52.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 803 - Private

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

Grades: K-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=9]	District [N=50]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	98.0	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	88.9	93.9	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	66.7	85.7	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	77.8	83.7	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	88.9	93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	55.6	65.3	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	66.7	77.6	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	44.4	40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	55.6	34.7	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	44.4	55.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	97.8	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	87.5	78.3	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	100.0	82.6	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	75.0	93.5	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	62.5	84.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	91.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	75.0	73.9	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	12.5	50.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	62.5	63.0	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	37.5	52.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 803 - Private

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

Grades: K-9

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=7]	District [N=50]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	85.7	98.0	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	93.9	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	85.7	85.7	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	85.7	83.7	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.9	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	57.1	65.3	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	71.4	77.6	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	28.6	40.8	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	28.6	34.7	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	42.9	55.1	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	97.8	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	28.6	78.3	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	71.4	82.6	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	100.0	93.5	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	85.7	84.8	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	71.4	91.3	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	71.4	73.9	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	71.4	50.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	57.1	63.0	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	57.1	52.2	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 804 - Native Federal

School #: 018 Sheshatshiu Innu School, Sheshatshiu

Grades: K-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=23]	District [N=12]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	66.7	100.0	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	53.3	91.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	33.3	75.0	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	46.7	75.0	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	93.3	100.0	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	40.0	41.7	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	73.3	75.0	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	26.7	66.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	13.3	33.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	33.3	50.0	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	53.3	75.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	20.0	66.7	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	33.3	75.0	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	86.7	91.7	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	20.0	75.0	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	60.0	75.0	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	66.7	83.3	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	13.3	25.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	80.0	41.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	66.7	58.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 804 - Native Federal

School #: 019 Mushuau Innu Natuashish School, Natuashish

Grades: K-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=13]	District [N=12]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	44.4	100.0	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	44.4	91.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	55.6	75.0	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	22.2	75.0	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	77.8	100.0	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	33.3	41.7	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	88.9	75.0	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	55.6	66.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	44.4	33.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	33.3	50.0	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	10.0	75.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	50.0	66.7	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	20.0	75.0	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	20.0	91.7	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	20.0	75.0	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	60.0	75.0	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	30.0	83.3	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	10.0	25.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	70.0	41.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	20.0	58.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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 804 - Native Federal

School #: 376 Se't Anneway Kegnamogwom, Conne River

Grades: K-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=12]	District [N=12]	Province [N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
1.	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	100.0	93.2
2.	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	91.7	91.7	86.8
3.	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	75.0	75.0	78.6
4.	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	75.0	75.0	77.9
5.	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	100.0	94.3
6.	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	41.7	41.7	52.0
7.	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	75.0	75.0	82.2
8.	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	66.7	66.7	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	33.3	33.3	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	50.0	50.0	45.3
Constructed Response				
1.	Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3.	Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4.	Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5.	Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	75.0	75.0	89.9
12.	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	66.7	66.7	78.9
13.	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	75.0	75.0	74.7
14.	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term “activist” used)	91.7	91.7	88.3
15.	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	75.0	75.0	78.0
16.	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	75.0	75.0	89.6
17.	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	83.3	83.3	80.9
18.	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	25.0	25.0	34.1
19.	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	41.7	41.7	66.1
20.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	58.3	58.3	57.0
Constructed Response				
1.	Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2.	Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3.	Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4.	Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else’s point of view)	N/A	N/A	N/A
5.	Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6.	Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the 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