

**District 1 - Labrador**

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

Grades: 1-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=1]	District [N=125]		Province [N=2,560]	
	School Below District	Above	School Below Province	Above

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▲	67.5	▲	72.8
▼	63.4	▼	67.7
▲	61.8	▲	65.1
▲	75.6	▲	80.0
▲	87.0	▲	91.0
▲	56.1	▲	65.2
▼	34.2	▼	45.5
▲	46.3	▲	49.9
▲	52.0	▲	56.9
▲	49.6	▲	58.3

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▲	67.2	▲	73.8
▲	94.0	▲	95.8
▲	82.8	▲	85.5
▲	81.0	▲	87.3
▲	81.9	▲	78.3
▲	81.9	▲	76.3
▲	68.1	▲	65.4
▲	75.0	▲	76.4
▲	68.1	▲	70.2
▼	62.9	▼	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)

N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 1 - Labrador**

#007 - Amos Comenius Memorial School, Hopedale

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=1]	District [N=125]		Province [N=2,560]	
	School Below District	Above	School Below Province	Above

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▽	67.5	▽	72.8
▽	63.4	▽	67.7
▽	61.8	▽	65.1
▽	75.6	▽	80.0
▽	87.0	▽	91.0
▽	56.1	▽	65.2
▽	34.2	▽	45.5
▽	46.3	▽	49.9
▽	52.0	▽	56.9
▽	49.6	▽	58.3

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▽	67.2	▽	73.8
▽	94.0	▽	95.8
▽	82.8	▽	85.5
▽	81.0	▽	87.3
▽	81.9	▽	78.3
▽	81.9	▽	76.3
▽	68.1	▽	65.4
▽	75.0	▽	76.4
▽	68.1	▽	70.2
▽	62.9	▽	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 1 - Labrador**

#010 - Menihek High School, Labrador City

Grades: 8-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=62]	Below Above District	[N=125]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

73.8	▲	67.5	▲	72.8
62.3	▼	63.4	▼	67.7
65.6	▲	61.8	▲	65.1
75.4	▼	75.6	▼	80.0
96.7	▲	87.0	▲	91.0
67.2	▲	56.1	▲	65.2
34.4	▲	34.2	▼	45.5
54.1	▲	46.3	▲	49.9
54.1	▲	52.0	▼	56.9
55.7	▲	49.6	▼	58.3

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

71.7	▲	67.2	▼	73.8
93.3	▼	94.0	▼	95.8
81.7	▼	82.8	▼	85.5
88.3	▲	81.0	▲	87.3
88.3	▲	81.9	▲	78.3
86.7	▲	81.9	▲	76.3
71.7	▲	68.1	▲	65.4
80.0	▲	75.0	▲	76.4
70.0	▲	68.1	▼	70.2
58.3	▼	62.9	▼	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 1 - Labrador**

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

Grades: K-4,6-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=2]	School Below District Above	[N=125]	School Below Province Above	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▲	67.5	▲	72.8
▲	63.4	▲	67.7
▼	61.8	▼	65.1
▲	75.6	▲	80.0
▲	87.0	▲	91.0
▲	56.1	▲	65.2
▲	34.2	▲	45.5
▲	46.3	▲	49.9
▼	52.0	▼	56.9
▼	49.6	▼	58.3
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▼	67.2	▼	73.8
▲	94.0	▲	95.8
▲	82.8	▲	85.5
▲	81.0	▲	87.3
▲	81.9	▲	78.3
▼	81.9	▼	76.3
▼	68.1	▼	65.4
▼	75.0	▼	76.4
▼	68.1	▼	70.2
▲	62.9	▲	61.1
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 1 - Labrador**

#013 - Mud Lake School, Mud Lake

Grades: 2,9

Item Cognitive Level - Outcome (*item parameter*)

School [N=1]	District [N=125]		Province [N=2,560]	
	School Below District	Above	School Below Province	Above

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▼	67.5	▼	72.8
▼	63.4	▼	67.7
▲	61.8	▲	65.1
▲	75.6	▲	80.0
▲	87.0	▲	91.0
▼	56.1	▼	65.2
▲	34.2	▲	45.5
▼	46.3	▼	49.9
▲	52.0	▲	56.9
▼	49.6	▼	58.3
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▼	67.2	▼	73.8
▲	94.0	▲	95.8
▲	82.8	▲	85.5
▲	81.0	▲	87.3
▲	81.9	▲	78.3
▼	81.9	▼	76.3
▲	68.1	▲	65.4
▲	75.0	▲	76.4
▼	68.1	▼	70.2
▼	62.9	▼	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 1 - Labrador**

#014 - Jens Haven Memorial, Nain

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=8]	Below Above District	[N=125]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

12.5	▽	67.5	▽	72.8
62.5	▽	63.4	▽	67.7
12.5	▽	61.8	▽	65.1
62.5	▽	75.6	▽	80.0
37.5	▽	87.0	▽	91.0
25.0	▽	56.1	▽	65.2
12.5	▽	34.2	▽	45.5
25.0	▽	46.3	▽	49.9
12.5	▽	52.0	▽	56.9
50.0	▲	49.6	▽	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

20.0	▽	67.2	▽	73.8
100.0	▲	94.0	▲	95.8
20.0	▽	82.8	▽	85.5
40.0	▽	81.0	▽	87.3
40.0	▽	81.9	▽	78.3
40.0	▽	81.9	▽	76.3
20.0	▽	68.1	▽	65.4
60.0	▽	75.0	▽	76.4
40.0	▽	68.1	▽	70.2
20.0	▽	62.9	▽	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 1 - Labrador**

#015 - Lake Melville School, North West River

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province
[N=4]	School Below District Above	[N=125]	School Below Province Above [N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▼	67.5	▼	72.8
▲	63.4	▲	67.7
▲	61.8	▲	65.1
▲	75.6	▲	80.0
▲	87.0	▲	91.0
▼	56.1	▼	65.2
▲	34.2	▲	45.5
▼	46.3	▼	49.9
▼	52.0	▼	56.9
▲	49.6	▼	58.3
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▼	67.2	▼	73.8
▼	94.0	▼	95.8
▼	82.8	▼	85.5
▼	81.0	▼	87.3
▼	81.9	▼	78.3
▲	81.9	▲	76.3
▼	68.1	▼	65.4
▲	75.0	▼	76.4
▲	68.1	▲	70.2
▲	62.9	▲	61.1
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 1 - Labrador**

#016 - B.L. Morrison, Postville

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

**School**

School  
Below Above  
District

**District**

School  
Below Above  
Province

**Province**

[N=2]

[N=125]

[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

Constructed Response

1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

Constructed Response

1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

School	District	Province
▲	67.5	▲ 72.8
▼	63.4	▼ 67.7
▲	61.8	▲ 65.1
▲	75.6	▲ 80.0
▲	87.0	▲ 91.0
▼	56.1	▼ 65.2
▼	34.2	▼ 45.5
▲	46.3	▲ 49.9
▼	52.0	▼ 56.9
▼	49.6	▼ 58.3
	N/A	N/A
	N/A	N/A
	N/A	N/A
	N/A	N/A
	N/A	N/A
▲	67.2	▲ 73.8
▲	94.0	▲ 95.8
▲	82.8	▲ 85.5
▼	81.0	▼ 87.3
▲	81.9	▲ 78.3
▼	81.9	▼ 76.3
▲	68.1	▲ 65.4
▼	75.0	▼ 76.4
▲	68.1	▲ 70.2
▼	62.9	▼ 61.1
	N/A	N/A
	N/A	N/A
	N/A	N/A
	N/A	N/A
	N/A	N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 1 - Labrador**

#017 - Northern Lights Academy, Rigolet

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province
[N=2]	School Below District Above	[N=125]	School Below Province Above [N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▼	67.5	▼	72.8
▼	63.4	▼	67.7
▼	61.8	▼	65.1
▼	75.6	▼	80.0
▲	87.0	▲	91.0
▼	56.1	▼	65.2
▼	34.2	▼	45.5
▼	46.3	▼	49.9
▼	52.0	▼	56.9
▲	49.6	▼	58.3
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▼	67.2	▼	73.8
▲	94.0	▲	95.8
▼	82.8	▼	85.5
▼	81.0	▼	87.3
▲	81.9	▲	78.3
▲	81.9	▲	76.3
▲	68.1	▲	65.4
▲	75.0	▲	76.4
▼	68.1	▼	70.2
▲	62.9	▲	61.1
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 1 - Labrador**

#477 - Mealy Mountain Collegiate, Happy Valley-Goose Bay

Grades: 8-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=42]	Below Above	[N=125]	Below Above	[N=2,560]
	District		Province	

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

70.7	▲	67.5	▼	72.8
68.3	▲	63.4	▲	67.7
63.4	▲	61.8	▼	65.1
75.6	▲	75.6	▼	80.0
80.5	▼	87.0	▼	91.0
46.3	▼	56.1	▼	65.2
36.6	▲	34.2	▼	45.5
43.9	▼	46.3	▼	49.9
61.0	▲	52.0	▲	56.9
46.3	▼	49.6	▼	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
69.2	▲	67.2	▼	73.8
94.9	▲	94.0	▼	95.8
92.3	▲	82.8	▲	85.5
79.5	▼	81.0	▼	87.3
74.4	▼	81.9	▼	78.3
82.1	▲	81.9	▲	76.3
66.7	▼	68.1	▲	65.4
69.2	▼	75.0	▼	76.4
66.7	▼	68.1	▼	70.2
74.4	▲	62.9	▲	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 2 - Western**

#022 - William Gillett Academy, Charlottetown, LAB

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=1]	District [N=475]		Province [N=2,560]	
	School Below District	Above	School Below Province	Above

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▼	74.3	▼	72.8
▲	74.5	▲	67.7
▲	64.8	▲	65.1
▲	80.4	▲	80.0
▲	93.4	▲	91.0
▲	68.6	▲	65.2
▲	47.5	▲	45.5
▲	52.1	▲	49.9
▼	54.3	▼	56.9
▲	61.5	▲	58.3
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▲	74.5	▲	73.8
▲	94.7	▲	95.8
▲	88.4	▲	85.5
▲	88.4	▲	87.3
▲	78.2	▲	78.3
▲	71.2	▲	76.3
▲	67.3	▲	65.4
▲	76.3	▲	76.4
▲	68.6	▲	70.2
▼	57.6	▼	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 2 - Western**

#023 - Sacred Heart AG, Conche

Grades: 1,3-5,7-10,12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province
[N=1]	School Below District Above	[N=475]	School Below Province Above [N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▼	74.3	▼	72.8
▼	74.5	▼	67.7
▲	64.8	▲	65.1
▲	80.4	▲	80.0
▲	93.4	▲	91.0
▼	68.6	▼	65.2
▼	47.5	▼	45.5
▲	52.1	▲	49.9
▼	54.3	▼	56.9
▲	61.5	▲	58.3
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▲	74.5	▲	73.8
▼	94.7	▼	95.8
▼	88.4	▼	85.5
▲	88.4	▲	87.3
▼	78.2	▼	78.3
▲	71.2	▲	76.3
▼	67.3	▼	65.4
▼	76.3	▼	76.4
▼	68.6	▼	70.2
▼	57.6	▼	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 2 - Western**

#024 - James Cook Memorial, Cook's Harbour

Grades: K-1,5-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province
[N=2]	School Below District Above	[N=475]	School Below Province Above [N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▼	74.3	▼	72.8
▼	74.5	▼	67.7
▲	64.8	▲	65.1
▲	80.4	▲	80.0
▲	93.4	▲	91.0
▼	68.6	▼	65.2
▲	47.5	▲	45.5
▼	52.1	▲	49.9
▲	54.3	▲	56.9
▼	61.5	▼	58.3
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▲	74.5	▲	73.8
▲	94.7	▲	95.8
▲	88.4	▲	85.5
▲	88.4	▲	87.3
▲	78.2	▲	78.3
▲	71.2	▲	76.3
▼	67.3	▼	65.4
▲	76.3	▲	76.4
▲	68.6	▲	70.2
▲	57.6	▲	61.1
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 2 - Western**

#026 - H.G. Fillier Academy, Englee

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

**School**

School  
Below Above  
District

**District**

School  
Below Above  
Province

**Province**

[N=2]

[N=475]

[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

School	District	Province
▲	74.3	▲
▼	74.5	▼
▲	64.8	▲
▼	80.4	▼
▲	93.4	▲
▼	68.6	▼
▲	47.5	▲
▼	52.1	▲
▼	54.3	▼
▲	61.5	▲
	N/A	N/A
	N/A	N/A
	N/A	N/A
	N/A	N/A
	N/A	N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▲	74.5	▲
▲	94.7	▲
▼	88.4	▼
▲	88.4	▲
▼	78.2	▼
▼	71.2	▼
▼	67.3	▼
▲	76.3	▲
▼	68.6	▼
▼	57.6	▼
	N/A	N/A
	N/A	N/A
	N/A	N/A
	N/A	N/A
	N/A	N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 2 - Western**

#027 - Canon Richards Memorial Academy, Flower's Cove

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=13]	Below Above District	[N=475]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

76.9	▲	74.3	▲	72.8
92.3	▲	74.5	▲	67.7
46.2	▼	64.8	▼	65.1
69.2	▼	80.4	▼	80.0
100.0	▲	93.4	▲	91.0
69.2	▲	68.6	▲	65.2
38.5	▼	47.5	▼	45.5
53.9	▲	52.1	▲	49.9
53.9	▼	54.3	▼	56.9
38.5	▼	61.5	▼	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

69.2	▼	74.5	▼	73.8
92.3	▼	94.7	▼	95.8
84.6	▼	88.4	▼	85.5
100.0	▲	88.4	▲	87.3
53.9	▼	78.2	▼	78.3
69.2	▼	71.2	▼	76.3
76.9	▲	67.3	▲	65.4
76.9	▲	76.3	▲	76.4
61.5	▼	68.6	▼	70.2
46.2	▼	57.6	▼	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 2 - Western**

#039 - Mary Simms All-Grade, Main Brook

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=1]	District [N=475]		Province [N=2,560]	
	School Below District	Above	School Below Province	Above

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▲	74.3	▲	72.8
▲	74.5	▲	67.7
▲	64.8	▲	65.1
▲	80.4	▲	80.0
▲	93.4	▲	91.0
▲	68.6	▲	65.2
▼	47.5	▼	45.5
▲	52.1	▲	49.9
▲	54.3	▲	56.9
▲	61.5	▲	58.3
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▲	74.5	▲	73.8
▲	94.7	▲	95.8
▲	88.4	▲	85.5
▲	88.4	▲	87.3
▲	78.2	▲	78.3
▲	71.2	▲	76.3
▲	67.3	▲	65.4
▲	76.3	▲	76.4
▼	68.6	▼	70.2
▲	57.6	▲	61.1
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 2 - Western**

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=3]	District [N=475]		Province [N=2,560]	
	School Below District	Above	School Below Province	Above

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▲	74.3	▲	72.8
▲	74.5	▲	67.7
▲	64.8	▲	65.1
▲	80.4	▲	80.0
▲	93.4	▲	91.0
▼	68.6	▲	65.2
▼	47.5	▼	45.5
▼	52.1	▼	49.9
▼	54.3	▼	56.9
▲	61.5	▲	58.3
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▲	74.5	▲	73.8
▲	94.7	▲	95.8
▼	88.4	▼	85.5
▼	88.4	▼	87.3
▲	78.2	▲	78.3
▼	71.2	▼	76.3
▼	67.3	▲	65.4
▲	76.3	▲	76.4
▲	68.6	▲	70.2
▲	57.6	▲	61.1
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 2 - Western**

#046 - Bayside Academy, Port Hope Simpson

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=1]	District [N=475]		Province [N=2,560]	
	School Below District	Above	School Below Province	Above

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▼	74.3	▼	72.8
▼	74.5	▼	67.7
▼	64.8	▼	65.1
▼	80.4	▼	80.0
▲	93.4	▲	91.0
▲	68.6	▲	65.2
▼	47.5	▼	45.5
▲	52.1	▲	49.9
▲	54.3	▲	56.9
▼	61.5	▼	58.3
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▲	74.5	▲	73.8
▲	94.7	▲	95.8
▲	88.4	▲	85.5
▲	88.4	▲	87.3
▲	78.2	▲	78.3
▲	71.2	▲	76.3
▲	67.3	▲	65.4
▼	76.3	▼	76.4
▲	68.6	▲	70.2
▼	57.6	▼	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 2 - Western**

#050 - Basque Memorial, Red Bay

Grades: 1,4-5,7-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province
[N=2]	School Below District Above	[N=475]	School Below Province Above
			[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▼	74.3	▼	72.8
▲	74.5	▲	67.7
▼	64.8	▼	65.1
▼	80.4	▼	80.0
▲	93.4	▲	91.0
▼	68.6	▼	65.2
▼	47.5	▼	45.5
▼	52.1	▲	49.9
▼	54.3	▼	56.9
▼	61.5	▼	58.3

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▼	74.5	▼	73.8
▲	94.7	▲	95.8
▲	88.4	▲	85.5
▲	88.4	▲	87.3
▼	78.2	▼	78.3
▲	71.2	▲	76.3
▼	67.3	▼	65.4
▼	76.3	▼	76.4
▼	68.6	▼	70.2
▼	57.6	▼	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 2 - Western**

#052 - Harriot Curtis Collegiate, St. Anthony

Grades: 8-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=16]	Below Above District	[N=475]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

75.0	▲	74.3	▲	72.8
62.5	▼	74.5	▼	67.7
56.3	▼	64.8	▼	65.1
75.0	▼	80.4	▼	80.0
100.0	▲	93.4	▲	91.0
75.0	▲	68.6	▲	65.2
62.5	▲	47.5	▲	45.5
62.5	▲	52.1	▲	49.9
50.0	▼	54.3	▼	56.9
68.8	▲	61.5	▲	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

68.8	▼	74.5	▼	73.8
100.0	▲	94.7	▲	95.8
100.0	▲	88.4	▲	85.5
100.0	▲	88.4	▲	87.3
81.3	▲	78.2	▲	78.3
75.0	▲	71.2	▼	76.3
62.5	▼	67.3	▼	65.4
62.5	▼	76.3	▼	76.4
93.8	▲	68.6	▲	70.2
68.8	▲	57.6	▲	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 2 - Western**

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

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=10]	Below Above District	[N=475]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

50.0	▽	74.3	▽	72.8
80.0	▲	74.5	▲	67.7
40.0	▽	64.8	▽	65.1
80.0	▽	80.4	▽	80.0
90.0	▽	93.4	▽	91.0
50.0	▽	68.6	▽	65.2
60.0	▲	47.5	▲	45.5
90.0	▲	52.1	▲	49.9
50.0	▽	54.3	▽	56.9
90.0	▲	61.5	▲	58.3

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

60.0	▽	74.5	▽	73.8
90.0	▽	94.7	▽	95.8
80.0	▽	88.4	▽	85.5
70.0	▽	88.4	▽	87.3
70.0	▽	78.2	▽	78.3
100.0	▲	71.2	▲	76.3
50.0	▽	67.3	▽	65.4
70.0	▽	76.3	▽	76.4
80.0	▲	68.6	▲	70.2
40.0	▽	57.6	▽	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)

N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 2 - Western**

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

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=62]	School Below District	Above District	School Below Province	Above Province

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

70.5	▽	74.3	▽	72.8
72.1	▽	74.5	▲	67.7
65.6	▲	64.8	▲	65.1
85.3	▲	80.4	▲	80.0
91.8	▽	93.4	▲	91.0
75.4	▲	68.6	▲	65.2
50.8	▲	47.5	▲	45.5
47.5	▽	52.1	▽	49.9
59.0	▲	54.3	▲	56.9
68.8	▲	61.5	▲	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

80.7	▲	74.5	▲	73.8
98.4	▲	94.7	▲	95.8
88.7	▲	88.4	▲	85.5
91.9	▲	88.4	▲	87.3
72.6	▽	78.2	▽	78.3
79.0	▲	71.2	▲	76.3
71.0	▲	67.3	▲	65.4
75.8	▽	76.3	▽	76.4
74.2	▲	68.6	▲	70.2
56.5	▽	57.6	▽	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 2 - Western**

#067 - Presentation Junior High, Corner Brook

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=65]	Below Above District	[N=475]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

87.5	▲	74.3	▲	72.8
64.1	▼	74.5	▼	67.7
62.5	▼	64.8	▼	65.1
82.8	▲	80.4	▲	80.0
100.0	▲	93.4	▲	91.0
75.0	▲	68.6	▲	65.2
51.6	▲	47.5	▲	45.5
64.1	▲	52.1	▲	49.9
65.6	▲	54.3	▲	56.9
62.5	▲	61.5	▲	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

81.0	▲	74.5	▲	73.8
98.4	▲	94.7	▲	95.8
92.1	▲	88.4	▲	85.5
85.7	▼	88.4	▼	87.3
90.5	▲	78.2	▲	78.3
79.4	▲	71.2	▲	76.3
68.3	▲	67.3	▲	65.4
87.3	▲	76.3	▲	76.4
76.2	▲	68.6	▲	70.2
66.7	▲	57.6	▲	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 2 - Western**

#075 - Hampden Academy, Hampden

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=3]	District [N=475]		Province [N=2,560]	
	School Below District	Above	School Below Province	Above

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▼	74.3	▼	72.8
▼	74.5	▼	67.7
▼	64.8	▼	65.1
▼	80.4	▼	80.0
▲	93.4	▲	91.0
▼	68.6	▲	65.2
▼	47.5	▼	45.5
▲	52.1	▲	49.9
▲	54.3	▲	56.9
▼	61.5	▼	58.3
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▲	74.5	▲	73.8
▲	94.7	▲	95.8
▲	88.4	▲	85.5
▼	88.4	▼	87.3
▲	78.2	▲	78.3
▼	71.2	▼	76.3
▼	67.3	▲	65.4
▼	76.3	▼	76.4
▲	68.6	▲	70.2
▼	57.6	▼	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 2 - Western**

#079 - St. James All Grade, Lark Harbour

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=6]	Below Above District	[N=475]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

66.7	▽	74.3	▽	72.8
100.0	▲	74.5	▲	67.7
66.7	▲	64.8	▲	65.1
100.0	▲	80.4	▲	80.0
100.0	▲	93.4	▲	91.0
83.3	▲	68.6	▲	65.2
66.7	▲	47.5	▲	45.5
33.3	▽	52.1	▽	49.9
50.0	▽	54.3	▽	56.9
66.7	▲	61.5	▲	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

100.0	▲	74.5	▲	73.8
100.0	▲	94.7	▲	95.8
66.7	▽	88.4	▽	85.5
100.0	▲	88.4	▲	87.3
83.3	▲	78.2	▲	78.3
83.3	▲	71.2	▲	76.3
83.3	▲	67.3	▲	65.4
100.0	▲	76.3	▲	76.4
100.0	▲	68.6	▲	70.2
83.3	▲	57.6	▲	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 2 - Western**

#080 - Templeton Academy, Meadows

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=27]	Below Above District	[N=475]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

64.0	▽	74.3	▽	72.8
76.0	▲	74.5	▲	67.7
76.0	▲	64.8	▲	65.1
80.0	▽	80.4	▽	80.0
100.0	▲	93.4	▲	91.0
76.0	▲	68.6	▲	65.2
64.0	▲	47.5	▲	45.5
48.0	▽	52.1	▽	49.9
80.0	▲	54.3	▲	56.9
60.0	▽	61.5	▲	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

72.0	▽	74.5	▽	73.8
96.0	▲	94.7	▲	95.8
88.0	▽	88.4	▲	85.5
88.0	▽	88.4	▲	87.3
80.0	▲	78.2	▲	78.3
68.0	▽	71.2	▽	76.3
88.0	▲	67.3	▲	65.4
80.0	▲	76.3	▲	76.4
68.0	▽	68.6	▽	70.2
60.0	▲	57.6	▽	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 2 - Western**

#083 - Pasadena Academy, Pasadena

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=15]	Below Above	[N=475]	Below Above	[N=2,560]
	District		Province	

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

100.0	▲	74.3	▲	72.8
53.3	▼	74.5	▼	67.7
53.3	▼	64.8	▼	65.1
86.7	▲	80.4	▲	80.0
66.7	▼	93.4	▼	91.0
66.7	▼	68.6	▲	65.2
40.0	▼	47.5	▼	45.5
46.7	▼	52.1	▼	49.9
33.3	▼	54.3	▼	56.9
53.3	▼	61.5	▼	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
80.0	▲	74.5	▲	73.8
93.3	▼	94.7	▼	95.8
93.3	▲	88.4	▲	85.5
80.0	▼	88.4	▼	87.3
66.7	▼	78.2	▼	78.3
60.0	▼	71.2	▼	76.3
60.0	▼	67.3	▼	65.4
60.0	▼	76.3	▼	76.4
66.7	▼	68.6	▼	70.2
60.0	▲	57.6	▼	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 2 - Western**

#086 - Gros Morne Academy, Rocky Harbour

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=16]	Below Above	[N=475]	Below Above	[N=2,560]
	District		Province	

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

68.8	▽	74.3	▽	72.8
81.3	▲	74.5	▲	67.7
56.3	▽	64.8	▽	65.1
68.8	▽	80.4	▽	80.0
93.8	▲	93.4	▲	91.0
87.5	▲	68.6	▲	65.2
56.3	▲	47.5	▲	45.5
37.5	▽	52.1	▽	49.9
37.5	▽	54.3	▽	56.9
50.0	▽	61.5	▽	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
75.0	▲	74.5	▲	73.8
100.0	▲	94.7	▲	95.8
93.8	▲	88.4	▲	85.5
100.0	▲	88.4	▲	87.3
75.0	▽	78.2	▽	78.3
56.3	▽	71.2	▽	76.3
75.0	▲	67.3	▲	65.4
87.5	▲	76.3	▲	76.4
81.3	▲	68.6	▲	70.2
56.3	▽	57.6	▽	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 2 - Western**

#088 - Main River Academy, Pollard's Point

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=4]	District [N=475]		Province [N=2,560]	
	School Below District	Above	School Below Province	Above

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▲	74.3	▲	72.8
▲	74.5	▲	67.7
▼	64.8	▼	65.1
▲	80.4	▲	80.0
▲	93.4	▲	91.0
▲	68.6	▲	65.2
▲	47.5	▲	45.5
▼	52.1	▲	49.9
▼	54.3	▼	56.9
▼	61.5	▼	58.3
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▲	74.5	▲	73.8
▲	94.7	▲	95.8
▲	88.4	▲	85.5
▼	88.4	▼	87.3
▼	78.2	▼	78.3
▲	71.2	▼	76.3
▼	67.3	▼	65.4
▼	76.3	▼	76.4
▼	68.6	▼	70.2
▼	57.6	▼	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)

	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 2 - Western**

#089 - Jakeman All Grade, Trout River

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province
[N=2]	School Below District Above	[N=475]	School Below Province Above [N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▲	74.3	▲	72.8
▼	74.5	▼	67.7
▼	64.8	▼	65.1
▲	80.4	▲	80.0
▼	93.4	▼	91.0
▼	68.6	▼	65.2
▲	47.5	▲	45.5
▲	52.1	▲	49.9
▲	54.3	▲	56.9
▼	61.5	▼	58.3
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▼	74.5	▼	73.8
▲	94.7	▲	95.8
▲	88.4	▲	85.5
▼	88.4	▼	87.3
▼	78.2	▼	78.3
▲	71.2	▲	76.3
▼	67.3	▼	65.4
▼	76.3	▼	76.4
▼	68.6	▼	70.2
▼	57.6	▼	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 2 - Western**

#091 - Burgeo Academy, Burgeo

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

**School**

**District**

**Province**

[N=3]

School  
Below District Above

[N=475]

School  
Below Province Above

[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

School	District	Province
▽	74.3	▽
▲	74.5	▲
▲	64.8	▲
▲	80.4	▲
▽	93.4	▽
▽	68.6	▽
▲	47.5	▲
▽	52.1	▽
▽	54.3	▽
▲	61.5	▲
	N/A	N/A
	N/A	N/A
	N/A	N/A
	N/A	N/A
	N/A	N/A

**Constructed Response**

1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▽	74.5	▽
▽	94.7	▽
▲	88.4	▲
▽	88.4	▽
▽	78.2	▽
▽	71.2	▽
▽	67.3	▽
▽	76.3	▽
▲	68.6	▲
▲	57.6	▲

**Constructed Response**

1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

	N/A	N/A
	N/A	N/A
	N/A	N/A
	N/A	N/A
	N/A	N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 2 - Western**

#092 - Grandy's River Collegiate, Burnt Islands

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=3]	District [N=475]		Province [N=2,560]	
	School Below District	Above	School Below Province	Above

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▼	74.3	▼	72.8
▼	74.5	▼	67.7
▼	64.8	▼	65.1
▼	80.4	▼	80.0
▲	93.4	▲	91.0
▼	68.6	▲	65.2
▼	47.5	▼	45.5
▲	52.1	▲	49.9
▲	54.3	▲	56.9
▲	61.5	▲	58.3
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▼	74.5	▼	73.8
▲	94.7	▲	95.8
▼	88.4	▼	85.5
▼	88.4	▼	87.3
▼	78.2	▼	78.3
▼	71.2	▼	76.3
▼	67.3	▼	65.4
▼	76.3	▼	76.4
▼	68.6	▼	70.2
▲	57.6	▲	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)

	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 2 - Western**

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

Item      Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=23]	Below Above District	[N=475]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

66.7	▽	74.3	▽	72.8
66.7	▽	74.5	▽	67.7
66.7	▲	64.8	▲	65.1
66.7	▽	80.4	▽	80.0
76.2	▽	93.4	▽	91.0
47.6	▽	68.6	▽	65.2
38.1	▽	47.5	▽	45.5
42.9	▽	52.1	▽	49.9
42.9	▽	54.3	▽	56.9
66.7	▲	61.5	▲	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

66.7	▽	74.5	▽	73.8
76.2	▽	94.7	▽	95.8
71.4	▽	88.4	▽	85.5
71.4	▽	88.4	▽	87.3
71.4	▽	78.2	▽	78.3
42.9	▽	71.2	▽	76.3
57.1	▽	67.3	▽	65.4
61.9	▽	76.3	▽	76.4
47.6	▽	68.6	▽	70.2
52.4	▽	57.6	▽	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 2 - Western**

#102 - All Saints All-Grade, Grey River

Grades: K-11,7-9,12

Item Cognitive Level - Outcome (*item parameter*)

School	District	Province
[N=2]	[N=475]	[N=2,560]
School Below District Above	School Below Province Above	

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▽	74.3	▽	72.8
▲	74.5	▲	67.7
▽	64.8	▽	65.1
▲	80.4	▲	80.0
▽	93.4	▽	91.0
▽	68.6	▽	65.2
▽	47.5	▽	45.5
▽	52.1	▲	49.9
▽	54.3	▽	56.9
▽	61.5	▽	58.3
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▽	74.5	▽	73.8
▲	94.7	▲	95.8
▲	88.4	▲	85.5
▲	88.4	▲	87.3
▲	78.2	▲	78.3
▲	71.2	▲	76.3
▽	67.3	▽	65.4
▲	76.3	▲	76.4
▲	68.6	▲	70.2
▽	57.6	▽	61.1
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education



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

**District 2 - Western**

#104 - Douglas Academy, La Poile

Grades: 1,7,9

Item Cognitive Level - Outcome (*item parameter*)

School [N=1]	District [N=475]		Province [N=2,560]	
	School Below District	Above	School Below Province	Above

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▲	74.3	▲	72.8
▲	74.5	▲	67.7
▲	64.8	▲	65.1
▲	80.4	▲	80.0
▲	93.4	▲	91.0
▲	68.6	▲	65.2
▲	47.5	▲	45.5
▲	52.1	▲	49.9
▲	54.3	▲	56.9
▲	61.5	▲	58.3
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▲	74.5	▲	73.8
▲	94.7	▲	95.8
▲	88.4	▲	85.5
▲	88.4	▲	87.3
▲	78.2	▲	78.3
▲	71.2	▲	76.3
▲	67.3	▲	65.4
▲	76.3	▲	76.4
▲	68.6	▲	70.2
▲	57.6	▲	61.1
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 2 - Western**

#110 - Piccadilly Central High, Piccadilly

Grades: 9-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=20]	Below Above District	[N=475]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

82.4	▲	74.3	▲	72.8
88.2	▲	74.5	▲	67.7
70.6	▲	64.8	▲	65.1
70.6	▼	80.4	▼	80.0
100.0	▲	93.4	▲	91.0
52.9	▼	68.6	▼	65.2
47.1	▼	47.5	▲	45.5
41.2	▼	52.1	▼	49.9
64.7	▲	54.3	▲	56.9
70.6	▲	61.5	▲	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

70.6	▼	74.5	▼	73.8
94.1	▼	94.7	▼	95.8
76.5	▼	88.4	▼	85.5
82.4	▼	88.4	▼	87.3
82.4	▲	78.2	▲	78.3
58.8	▼	71.2	▼	76.3
47.1	▼	67.3	▼	65.4
70.6	▼	76.3	▼	76.4
58.8	▼	68.6	▼	70.2
52.9	▼	57.6	▼	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 2 - Western**

#113 - St. Boniface All Grade, Ramea

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=2]	District [N=475]		Province [N=2,560]	
	School Below District	Above	School Below Province	Above

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▲	74.3	▲	72.8
▼	74.5	▼	67.7
▲	64.8	▲	65.1
▲	80.4	▲	80.0
▲	93.4	▲	91.0
▲	68.6	▲	65.2
▲	47.5	▲	45.5
▼	52.1	▼	49.9
▼	54.3	▼	56.9
▲	61.5	▲	58.3
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▼	74.5	▼	73.8
▲	94.7	▲	95.8
▲	88.4	▲	85.5
▲	88.4	▲	87.3
▲	78.2	▲	78.3
▲	71.2	▲	76.3
▼	67.3	▼	65.4
▲	76.3	▲	76.4
▼	68.6	▼	70.2
▼	57.6	▼	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 2 - Western**

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

Grades: 9-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=25]	Below Above District	[N=475]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

66.7	▽	74.3	▽	72.8
72.2	▽	74.5	▲	67.7
88.9	▲	64.8	▲	65.1
66.7	▽	80.4	▽	80.0
100.0	▲	93.4	▲	91.0
66.7	▽	68.6	▲	65.2
44.4	▽	47.5	▽	45.5
50.0	▽	52.1	▲	49.9
50.0	▽	54.3	▽	56.9
50.0	▽	61.5	▽	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

66.7	▽	74.5	▽	73.8
94.4	▽	94.7	▽	95.8
83.3	▽	88.4	▽	85.5
94.4	▲	88.4	▲	87.3
83.3	▲	78.2	▲	78.3
61.1	▽	71.2	▽	76.3
72.2	▲	67.3	▲	65.4
88.9	▲	76.3	▲	76.4
66.7	▽	68.6	▽	70.2
33.3	▽	57.6	▽	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 2 - Western**

#119 - Stephenville High, Stephenville

Grades: 9-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=43]	Below Above District	[N=475]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

70.7	▽	74.3	▽	72.8
80.5	▲	74.5	▲	67.7
75.6	▲	64.8	▲	65.1
85.4	▲	80.4	▲	80.0
95.1	▲	93.4	▲	91.0
73.2	▲	68.6	▲	65.2
41.5	▽	47.5	▽	45.5
61.0	▲	52.1	▲	49.9
53.7	▽	54.3	▽	56.9
68.3	▲	61.5	▲	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

70.7	▽	74.5	▽	73.8
92.7	▽	94.7	▽	95.8
90.2	▲	88.4	▲	85.5
92.7	▲	88.4	▲	87.3
75.6	▽	78.2	▽	78.3
75.6	▲	71.2	▽	76.3
75.6	▲	67.3	▲	65.4
73.2	▽	76.3	▽	76.4
68.3	▽	68.6	▽	70.2
63.4	▲	57.6	▲	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 2 - Western**

#387 - Bayview Regional Collegiate, St. Lunaire

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province
[N=3]	School Below District Above	[N=475]	School Below Province Above [N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▲	74.3	▲	72.8
▲	74.5	▲	67.7
▲	64.8	▲	65.1
▲	80.4	▲	80.0
▲	93.4	▲	91.0
▲	68.6	▲	65.2
▼	47.5	▼	45.5
▲	52.1	▲	49.9
▼	54.3	▼	56.9
▲	61.5	▲	58.3
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▼	74.5	▼	73.8
▼	94.7	▼	95.8
▲	88.4	▲	85.5
▲	88.4	▲	87.3
▲	78.2	▲	78.3
▲	71.2	▲	76.3
▲	67.3	▲	65.4
▼	76.3	▼	76.4
▲	68.6	▲	70.2
▲	57.6	▲	61.1
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 2 - Western**

#388 - Long Range Academy, Cow Head

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=4]	District [N=475]		Province [N=2,560]	
	School Below District	Above	School Below Province	Above

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▲	74.3	▲	72.8
▼	74.5	▼	67.7
▲	64.8	▲	65.1
▼	80.4	▼	80.0
▼	93.4	▼	91.0
▼	68.6	▼	65.2
▼	47.5	▼	45.5
▼	52.1	▼	49.9
▼	54.3	▼	56.9
▼	61.5	▼	58.3

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▲	74.5	▲	73.8
▲	94.7	▲	95.8
▲	88.4	▲	85.5
▼	88.4	▼	87.3
▲	78.2	▲	78.3
▲	71.2	▼	76.3
▲	67.3	▲	65.4
▼	76.3	▼	76.4
▼	68.6	▼	70.2
▼	57.6	▼	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 2 - Western**

#391 - Xavier Junior High, Deer Lake

Grades: 6-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=35]	Below Above District	[N=475]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

67.7	▽	74.3	▽	72.8
73.5	▽	74.5	▲	67.7
61.8	▽	64.8	▽	65.1
91.2	▲	80.4	▲	80.0
91.2	▽	93.4	▲	91.0
67.7	▽	68.6	▲	65.2
41.2	▽	47.5	▽	45.5
29.4	▽	52.1	▽	49.9
35.3	▽	54.3	▽	56.9
47.1	▽	61.5	▽	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

63.6	▽	74.5	▽	73.8
100.0	▲	94.7	▲	95.8
90.9	▲	88.4	▲	85.5
90.9	▲	88.4	▲	87.3
90.9	▲	78.2	▲	78.3
63.6	▽	71.2	▽	76.3
72.7	▲	67.3	▲	65.4
72.7	▽	76.3	▽	76.4
63.6	▽	68.6	▽	70.2
57.6	▲	57.6	▽	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 2 - Western**

#393 - Bonne Bay Academy, Woody Point

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=2]	District [N=475]		Province [N=2,560]	
	School Below District	Above	School Below Province	Above

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▲	74.3	▲	72.8
▼	74.5	▼	67.7
▲	64.8	▲	65.1
▲	80.4	▲	80.0
▲	93.4	▲	91.0
▲	68.6	▲	65.2
▲	47.5	▲	45.5
▲	52.1	▲	49.9
▲	54.3	▲	56.9
▲	61.5	▲	58.3
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▼	74.5	▼	73.8
▲	94.7	▲	95.8
▲	88.4	▲	85.5
▲	88.4	▲	87.3
▲	78.2	▲	78.3
▲	71.2	▲	76.3
▼	67.3	▼	65.4
▲	76.3	▲	76.4
▼	68.6	▼	70.2
▲	57.6	▲	61.1
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 2 - Western**

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=7]	Below Above District	[N=475]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

85.7	▲	74.3	▲	72.8
85.7	▲	74.5	▲	67.7
71.4	▲	64.8	▲	65.1
85.7	▲	80.4	▲	80.0
100.0	▲	93.4	▲	91.0
57.1	▼	68.6	▼	65.2
42.9	▼	47.5	▼	45.5
57.1	▲	52.1	▲	49.9
71.4	▲	54.3	▲	56.9
14.3	▼	61.5	▼	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

57.1	▼	74.5	▼	73.8
85.7	▼	94.7	▼	95.8
57.1	▼	88.4	▼	85.5
71.4	▼	88.4	▼	87.3
71.4	▼	78.2	▼	78.3
71.4	▲	71.2	▼	76.3
42.9	▼	67.3	▼	65.4
85.7	▲	76.3	▲	76.4
42.9	▼	68.6	▼	70.2
42.9	▼	57.6	▼	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 2 - Western**

#397 - Belanger Memorial School, Upper Ferry

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=14]	Below Above District	[N=475]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

69.2	▽	74.3	▽	72.8
92.3	▲	74.5	▲	67.7
46.2	▽	64.8	▽	65.1
69.2	▽	80.4	▽	80.0
84.6	▽	93.4	▽	91.0
69.2	▲	68.6	▲	65.2
46.2	▽	47.5	▲	45.5
30.8	▽	52.1	▽	49.9
53.9	▽	54.3	▽	56.9
53.9	▽	61.5	▽	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

85.7	▲	74.5	▲	73.8
92.9	▽	94.7	▽	95.8
85.7	▽	88.4	▲	85.5
92.9	▲	88.4	▲	87.3
78.6	▲	78.2	▲	78.3
71.4	▲	71.2	▽	76.3
50.0	▽	67.3	▽	65.4
78.6	▲	76.3	▲	76.4
50.0	▽	68.6	▽	70.2
57.1	▽	57.6	▽	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 2 - Western**

#474 - Cloud River Academy, Roddickton

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=7]	Below Above	[N=475]	Below Above	[N=2,560]
	District		Province	

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

57.1	▽	74.3	▽	72.8
85.7	▲	74.5	▲	67.7
71.4	▲	64.8	▲	65.1
57.1	▽	80.4	▽	80.0
100.0	▲	93.4	▲	91.0
57.1	▽	68.6	▽	65.2
28.6	▽	47.5	▽	45.5
71.4	▲	52.1	▲	49.9
14.3	▽	54.3	▽	56.9
57.1	▽	61.5	▽	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
71.4	▽	74.5	▽	73.8
85.7	▽	94.7	▽	95.8
85.7	▽	88.4	▲	85.5
100.0	▲	88.4	▲	87.3
42.9	▽	78.2	▽	78.3
57.1	▽	71.2	▽	76.3
42.9	▽	67.3	▽	65.4
28.6	▽	76.3	▽	76.4
14.3	▽	68.6	▽	70.2
42.9	▽	57.6	▽	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 2 - Western**

#475 - Viking Trail Academy, Plum Point

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=7]	Below Above District	[N=475]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

71.4	▽	74.3	▽	72.8
100.0	▲	74.5	▲	67.7
57.1	▽	64.8	▽	65.1
100.0	▲	80.4	▲	80.0
100.0	▲	93.4	▲	91.0
57.1	▽	68.6	▽	65.2
14.3	▽	47.5	▽	45.5
71.4	▲	52.1	▲	49.9
71.4	▲	54.3	▲	56.9
85.7	▲	61.5	▲	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

85.7	▲	74.5	▲	73.8
85.7	▽	94.7	▽	95.8
100.0	▲	88.4	▲	85.5
85.7	▽	88.4	▽	87.3
85.7	▲	78.2	▲	78.3
85.7	▲	71.2	▲	76.3
71.4	▲	67.3	▲	65.4
100.0	▲	76.3	▲	76.4
71.4	▲	68.6	▲	70.2
14.3	▽	57.6	▽	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 2 - Western**

#487 - Labrador Straits Academy, L'Anse au Loup

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=10]	Below Above District	[N=475]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)

80.0	▲	74.3	▲	72.8
70.0	▼	74.5	▲	67.7
50.0	▼	64.8	▼	65.1
60.0	▼	80.4	▼	80.0
90.0	▼	93.4	▼	91.0
70.0	▲	68.6	▲	65.2
60.0	▲	47.5	▲	45.5
40.0	▼	52.1	▼	49.9
40.0	▼	54.3	▼	56.9
50.0	▼	61.5	▼	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
80.0	▲	74.5	▲	73.8
90.0	▼	94.7	▼	95.8
100.0	▲	88.4	▲	85.5
90.0	▲	88.4	▲	87.3
70.0	▼	78.2	▼	78.3
60.0	▼	71.2	▼	76.3
80.0	▲	67.3	▲	65.4
90.0	▲	76.3	▲	76.4
70.0	▲	68.6	▼	70.2
70.0	▲	57.6	▲	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 2 - Western**

#488 - French Shore Academy, Port Saunders

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=7]	Below Above District	[N=475]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

100.0	▲	74.3	▲	72.8
100.0	▲	74.5	▲	67.7
28.6	▼	64.8	▼	65.1
100.0	▲	80.4	▲	80.0
100.0	▲	93.4	▲	91.0
42.9	▼	68.6	▼	65.2
42.9	▼	47.5	▼	45.5
85.7	▲	52.1	▲	49.9
85.7	▲	54.3	▲	56.9
71.4	▲	61.5	▲	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

71.4	▼	74.5	▼	73.8
100.0	▲	94.7	▲	95.8
100.0	▲	88.4	▲	85.5
71.4	▼	88.4	▼	87.3
85.7	▲	78.2	▲	78.3
71.4	▲	71.2	▼	76.3
71.4	▲	67.3	▲	65.4
71.4	▼	76.3	▼	76.4
71.4	▲	68.6	▲	70.2
57.1	▼	57.6	▼	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 3 - Nova Central**

#125 - Copper Ridge Academy, Baie Verte

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=18]	Below Above District	[N=444]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

81.3	▲	67.7	▲	72.8
75.0	▲	65.6	▲	67.7
68.8	▲	64.4	▲	65.1
75.0	▼	80.6	▼	80.0
93.8	▲	88.8	▲	91.0
62.5	▲	60.9	▼	65.2
56.3	▲	40.8	▲	45.5
62.5	▲	49.9	▲	49.9
43.8	▼	54.1	▼	56.9
43.8	▼	54.1	▼	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

68.8	▼	75.7	▼	73.8
100.0	▲	96.5	▲	95.8
87.5	▲	83.9	▲	85.5
100.0	▲	88.4	▲	87.3
81.3	▲	77.8	▲	78.3
81.3	▲	74.5	▲	76.3
75.0	▲	63.8	▲	65.4
93.8	▲	77.1	▲	76.4
75.0	▲	67.6	▲	70.2
75.0	▲	62.9	▲	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 3 - Nova Central**

#128 - Long Island Academy, Beaumont

Grades: 7,9,11-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province
[N=1]	School Below District Above	[N=444]	School Below Province Above [N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▲	67.7	▲	72.8
▲	65.6	▲	67.7
▲	64.4	▲	65.1
▼	80.6	▼	80.0
▲	88.8	▲	91.0
▲	60.9	▲	65.2
▼	40.8	▼	45.5
▲	49.9	▲	49.9
▼	54.1	▼	56.9
▲	54.1	▲	58.3
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▼	75.7	▼	73.8
▲	96.5	▲	95.8
▲	83.9	▲	85.5
▲	88.4	▲	87.3
▲	77.8	▲	78.3
▼	74.5	▼	76.3
▼	63.8	▼	65.4
▲	77.1	▲	76.4
▲	67.6	▲	70.2
▲	62.9	▲	61.1
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 3 - Nova Central**

#132 - Botwood Collegiate, Botwood

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=29]	Below Above District	[N=444]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

56.0	▽	67.7	▽	72.8
68.0	▲	65.6	▲	67.7
68.0	▲	64.4	▲	65.1
72.0	▽	80.6	▽	80.0
84.0	▽	88.8	▽	91.0
52.0	▽	60.9	▽	65.2
48.0	▲	40.8	▲	45.5
44.0	▽	49.9	▽	49.9
60.0	▲	54.1	▲	56.9
44.0	▽	54.1	▽	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
83.3	▲	75.7	▲	73.8
95.8	▽	96.5	▲	95.8
91.7	▲	83.9	▲	85.5
79.2	▽	88.4	▽	87.3
66.7	▽	77.8	▽	78.3
70.8	▽	74.5	▽	76.3
62.5	▽	63.8	▽	65.4
62.5	▽	77.1	▽	76.4
62.5	▽	67.6	▽	70.2
50.0	▽	62.9	▽	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 3 - Nova Central**

#138 - Victoria Academy, Gaultois

Grades: 2-10,12

Item Cognitive Level - Outcome (*item parameter*)

School [N=3]	District [N=444]		Province [N=2,560]	
	School Below District	Above	School Below Province	Above

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▼	67.7	▼	72.8
▼	65.6	▼	67.7
▲	64.4	▲	65.1
▲	80.6	▲	80.0
▲	88.8	▲	91.0
▲	60.9	▲	65.2
▲	40.8	▲	45.5
▲	49.9	▲	49.9
▲	54.1	▲	56.9
▲	54.1	▲	58.3

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▲	75.7	▲	73.8
▲	96.5	▲	95.8
▲	83.9	▲	85.5
▲	88.4	▲	87.3
▲	77.8	▲	78.3
▼	74.5	▼	76.3
▲	63.8	▲	65.4
▲	77.1	▲	76.4
▼	67.6	▼	70.2
▲	62.9	▲	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 3 - Nova Central**

#149 - King Academy, Harbour Breton

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=16]	Below Above District	[N=444]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

81.3	▲	67.7	▲	72.8
93.8	▲	65.6	▲	67.7
68.8	▲	64.4	▲	65.1
87.5	▲	80.6	▲	80.0
100.0	▲	88.8	▲	91.0
68.8	▲	60.9	▲	65.2
43.8	▲	40.8	▼	45.5
43.8	▼	49.9	▼	49.9
43.8	▼	54.1	▼	56.9
18.8	▼	54.1	▼	58.3

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

62.5	▼	75.7	▼	73.8
100.0	▲	96.5	▲	95.8
87.5	▲	83.9	▲	85.5
100.0	▲	88.4	▲	87.3
81.3	▲	77.8	▲	78.3
81.3	▲	74.5	▲	76.3
56.3	▼	63.8	▼	65.4
81.3	▲	77.1	▲	76.4
75.0	▲	67.6	▲	70.2
56.3	▼	62.9	▼	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 3 - Nova Central**

#151 - John Watkins Academy, Hermitage

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=1]	District [N=444]		Province [N=2,560]	
	School Below District	Above	School Below Province	Above

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▼	67.7	▼	72.8
▲	65.6	▲	67.7
▼	64.4	▼	65.1
▲	80.6	▲	80.0
▲	88.8	▲	91.0
▼	60.9	▼	65.2
▼	40.8	▼	45.5
▼	49.9	▼	49.9
▲	54.1	▲	56.9
▼	54.1	▼	58.3

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▲	75.7	▲	73.8
▲	96.5	▲	95.8
▲	83.9	▲	85.5
▲	88.4	▲	87.3
▲	77.8	▲	78.3
▲	74.5	▲	76.3
▲	63.8	▲	65.4
▲	77.1	▲	76.4
▲	67.6	▲	70.2
▲	62.9	▲	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 3 - Nova Central**

#152 - Valmont Academy, King's Point

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	District	Province
[N=3]	[N=444]	[N=2,560]
School Below District	School Below Province	School Below Province

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▽	67.7	▽	72.8
▲	65.6	▲	67.7
▲	64.4	▲	65.1
▽	80.6	▽	80.0
▲	88.8	▲	91.0
▽	60.9	▽	65.2
▽	40.8	▽	45.5
▽	49.9	▽	49.9
▲	54.1	▲	56.9
▽	54.1	▽	58.3

Constructed Response

1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▽	75.7	▽	73.8
▲	96.5	▲	95.8
▲	83.9	▲	85.5
▽	88.4	▽	87.3
▽	77.8	▽	78.3
▽	74.5	▽	76.3
▲	63.8	▲	65.4
▲	77.1	▲	76.4
▽	67.6	▽	70.2
▽	62.9	▽	61.1

Constructed Response

1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 3 - Nova Central**

#153 - Cape John Collegiate, La Scie

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=10]	Below Above District	[N=444]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

80.0	▲	67.7	▲	72.8
60.0	▼	65.6	▼	67.7
80.0	▲	64.4	▲	65.1
80.0	▼	80.6	▼	80.0
90.0	▲	88.8	▼	91.0
30.0	▼	60.9	▼	65.2
20.0	▼	40.8	▼	45.5
60.0	▲	49.9	▲	49.9
30.0	▼	54.1	▼	56.9
40.0	▼	54.1	▼	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
60.0	▼	75.7	▼	73.8
100.0	▲	96.5	▲	95.8
70.0	▼	83.9	▼	85.5
90.0	▲	88.4	▲	87.3
90.0	▲	77.8	▲	78.3
60.0	▼	74.5	▼	76.3
70.0	▲	63.8	▲	65.4
70.0	▼	77.1	▼	76.4
60.0	▼	67.6	▼	70.2
70.0	▲	62.9	▲	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 3 - Nova Central**

#157 - St. Peter's AG, McCallum

Grades: 2,5-6,8-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=1]	School Below District	Above District [N=444]	School Below Province	Above Province [N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▲	67.7	▲	72.8
▼	65.6	▼	67.7
▲	64.4	▲	65.1
▲	80.6	▲	80.0
▲	88.8	▲	91.0
▼	60.9	▼	65.2
▼	40.8	▼	45.5
▲	49.9	▲	49.9
▲	54.1	▲	56.9
▲	54.1	▲	58.3

Constructed Response

1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▲	75.7	▲	73.8
▲	96.5	▲	95.8
▲	83.9	▲	85.5
▲	88.4	▲	87.3
▲	77.8	▲	78.3
▲	74.5	▲	76.3
▲	63.8	▲	65.4
▲	77.1	▲	76.4
▲	67.6	▲	70.2
▲	62.9	▲	61.1

Constructed Response

1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 3 - Nova Central**

#158 - MSB Regional Academy, Middle Arm

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=7]	Below Above District	[N=444]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

71.4	▲	67.7	▼	72.8
42.9	▼	65.6	▼	67.7
57.1	▼	64.4	▼	65.1
42.9	▼	80.6	▼	80.0
85.7	▼	88.8	▼	91.0
71.4	▲	60.9	▲	65.2
0.0	▼	40.8	▼	45.5
71.4	▲	49.9	▲	49.9
57.1	▲	54.1	▲	56.9
57.1	▲	54.1	▼	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

71.4	▼	75.7	▼	73.8
100.0	▲	96.5	▲	95.8
57.1	▼	83.9	▼	85.5
71.4	▼	88.4	▼	87.3
85.7	▲	77.8	▲	78.3
71.4	▼	74.5	▼	76.3
57.1	▼	63.8	▼	65.4
85.7	▲	77.1	▲	76.4
85.7	▲	67.6	▲	70.2
42.9	▼	62.9	▼	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 3 - Nova Central**

#162 - Dorset Collegiate, Pilley's Island

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=14]	Below Above District	[N=444]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

57.1	▽	67.7	▽	72.8
57.1	▽	65.6	▽	67.7
42.9	▽	64.4	▽	65.1
92.9	▲	80.6	▲	80.0
85.7	▽	88.8	▽	91.0
64.3	▲	60.9	▽	65.2
50.0	▲	40.8	▲	45.5
21.4	▽	49.9	▽	49.9
57.1	▲	54.1	▲	56.9
50.0	▽	54.1	▽	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

85.7	▲	75.7	▲	73.8
100.0	▲	96.5	▲	95.8
78.6	▽	83.9	▽	85.5
92.9	▲	88.4	▲	87.3
71.4	▽	77.8	▽	78.3
64.3	▽	74.5	▽	76.3
78.6	▲	63.8	▲	65.4
78.6	▲	77.1	▲	76.4
42.9	▽	67.6	▽	70.2
64.3	▲	62.9	▲	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 3 - Nova Central**

#171 - Indian River High School, Springdale

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=16]	Below Above	[N=444]	Below Above	[N=2,560]
	District		Province	

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

37.5	▽	67.7	▽	72.8
56.3	▽	65.6	▽	67.7
75.0	▲	64.4	▲	65.1
81.3	▲	80.6	▲	80.0
81.3	▽	88.8	▽	91.0
50.0	▽	60.9	▽	65.2
37.5	▽	40.8	▽	45.5
56.3	▲	49.9	▲	49.9
56.3	▲	54.1	▽	56.9
50.0	▽	54.1	▽	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
68.8	▽	75.7	▽	73.8
93.8	▽	96.5	▽	95.8
75.0	▽	83.9	▽	85.5
81.3	▽	88.4	▽	87.3
68.8	▽	77.8	▽	78.3
68.8	▽	74.5	▽	76.3
56.3	▽	63.8	▽	65.4
87.5	▲	77.1	▲	76.4
62.5	▽	67.6	▽	70.2
62.5	▽	62.9	▲	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 3 - Nova Central**

#174 - St. Peter's Academy, Westport

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

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=2]	School Below District Above	[N=444]	School Below Province Above	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

	▲	67.7	▲	72.8
	▼	65.6	▼	67.7
	▼	64.4	▼	65.1
	▼	80.6	▼	80.0
	▼	88.8	▼	91.0
	▲	60.9	▲	65.2
	▼	40.8	▼	45.5
	▲	49.9	▲	49.9
	▲	54.1	▲	56.9
	▼	54.1	▼	58.3
		N/A		N/A
		N/A		N/A
		N/A		N/A
		N/A		N/A
		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

	▼	75.7	▼	73.8
	▲	96.5	▲	95.8
	▲	83.9	▲	85.5
	▲	88.4	▲	87.3
	▼	77.8	▼	78.3
	▲	74.5	▲	76.3
	▲	63.8	▲	65.4
	▲	77.1	▲	76.4
	▲	67.6	▲	70.2
	▲	62.9	▲	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)

		N/A		N/A
		N/A		N/A
		N/A		N/A
		N/A		N/A
		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 3 - Nova Central**

#177 - Greenwood Academy, Campbellton

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province
[N=1]	School Below District Above	[N=444]	School Below Province Above [N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▲	67.7	▲	72.8
▼	65.6	▼	67.7
▲	64.4	▲	65.1
▼	80.6	▼	80.0
▲	88.8	▲	91.0
▼	60.9	▼	65.2
▼	40.8	▼	45.5
▼	49.9	▼	49.9
▼	54.1	▼	56.9
▼	54.1	▼	58.3

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▲	75.7	▲	73.8
▲	96.5	▲	95.8
▲	83.9	▲	85.5
▼	88.4	▼	87.3
▼	77.8	▼	78.3
▼	74.5	▼	76.3
▼	63.8	▼	65.4
▲	77.1	▲	76.4
▲	67.6	▲	70.2
▼	62.9	▼	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 3 - Nova Central**

#178 - Phoenix Academy, Carmanville

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=10]	Below Above	[N=444]	Below Above	[N=2,560]
	District		Province	

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

40.0	▽	67.7	▽	72.8
20.0	▽	65.6	▽	67.7
50.0	▽	64.4	▽	65.1
80.0	▽	80.6	▽	80.0
80.0	▽	88.8	▽	91.0
50.0	▽	60.9	▽	65.2
40.0	▽	40.8	▽	45.5
60.0	▲	49.9	▲	49.9
40.0	▽	54.1	▽	56.9
60.0	▲	54.1	▲	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

70.0	▽	75.7	▽	73.8
100.0	▲	96.5	▲	95.8
80.0	▽	83.9	▽	85.5
90.0	▲	88.4	▲	87.3
90.0	▲	77.8	▲	78.3
80.0	▲	74.5	▲	76.3
40.0	▽	63.8	▽	65.4
70.0	▽	77.1	▽	76.4
60.0	▽	67.6	▽	70.2
40.0	▽	62.9	▽	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 3 - Nova Central**

#179 - Centreville Academy, Centreville-Wareham

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=7]	Below Above District	[N=444]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

57.1	▽	67.7	▽	72.8
71.4	▲	65.6	▲	67.7
57.1	▽	64.4	▽	65.1
57.1	▽	80.6	▽	80.0
85.7	▽	88.8	▽	91.0
28.6	▽	60.9	▽	65.2
42.9	▲	40.8	▽	45.5
14.3	▽	49.9	▽	49.9
42.9	▽	54.1	▽	56.9
42.9	▽	54.1	▽	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
57.1	▽	75.7	▽	73.8
85.7	▽	96.5	▽	95.8
71.4	▽	83.9	▽	85.5
42.9	▽	88.4	▽	87.3
57.1	▽	77.8	▽	78.3
71.4	▽	74.5	▽	76.3
42.9	▽	63.8	▽	65.4
71.4	▽	77.1	▽	76.4
57.1	▽	67.6	▽	70.2
42.9	▽	62.9	▽	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 3 - Nova Central**

#183 - William Mercer Academy, Dover

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=10]	Below Above District	[N=444]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

80.0	▲	67.7	▲	72.8
70.0	▲	65.6	▲	67.7
90.0	▲	64.4	▲	65.1
100.0	▲	80.6	▲	80.0
80.0	▼	88.8	▼	91.0
40.0	▼	60.9	▼	65.2
10.0	▼	40.8	▼	45.5
20.0	▼	49.9	▼	49.9
60.0	▲	54.1	▲	56.9
60.0	▲	54.1	▲	58.3

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

100.0	▲	75.7	▲	73.8
100.0	▲	96.5	▲	95.8
44.4	▼	83.9	▼	85.5
88.9	▲	88.4	▲	87.3
88.9	▲	77.8	▲	78.3
88.9	▲	74.5	▲	76.3
55.6	▼	63.8	▼	65.4
77.8	▲	77.1	▲	76.4
77.8	▲	67.6	▲	70.2
44.4	▼	62.9	▼	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 3 - Nova Central**

#192 - Lumsden Academy, Lumsden

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province
[N=5]	School Below District Above	[N=444]	School Below Province Above
			[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▼	67.7	▼	72.8
▲	65.6	▲	67.7
▲	64.4	▲	65.1
▼	80.6	▼	80.0
▼	88.8	▼	91.0
▲	60.9	▲	65.2
▲	40.8	▲	45.5
▲	49.9	▲	49.9
▲	54.1	▲	56.9
▲	54.1	▲	58.3

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▼	75.7	▼	73.8
▲	96.5	▲	95.8
▲	83.9	▲	85.5
▲	88.4	▲	87.3
▲	77.8	▲	78.3
▲	74.5	▲	76.3
▲	63.8	▲	65.4
▲	77.1	▲	76.4
▼	67.6	▼	70.2
▼	62.9	▼	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 3 - Nova Central**

#194 - Gill Memorial Academy, Musgrave Harbour

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=8]	Below Above District	[N=444]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

100.0	▲	67.7	▲	72.8
100.0	▲	65.6	▲	67.7
75.0	▲	64.4	▲	65.1
62.5	▼	80.6	▼	80.0
100.0	▲	88.8	▲	91.0
75.0	▲	60.9	▲	65.2
12.5	▼	40.8	▼	45.5
62.5	▲	49.9	▲	49.9
50.0	▼	54.1	▼	56.9
37.5	▼	54.1	▼	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
75.0	▼	75.7	▲	73.8
100.0	▲	96.5	▲	95.8
100.0	▲	83.9	▲	85.5
100.0	▲	88.4	▲	87.3
75.0	▼	77.8	▼	78.3
87.5	▲	74.5	▲	76.3
62.5	▼	63.8	▼	65.4
50.0	▼	77.1	▼	76.4
75.0	▲	67.6	▲	70.2
62.5	▼	62.9	▲	61.1

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 3 - Nova Central**

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

Grades: K-1,4-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=1]	School Below District	[N=444]	School Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▲	67.7	▲	72.8
▼	65.6	▼	67.7
▼	64.4	▼	65.1
▲	80.6	▲	80.0
▲	88.8	▲	91.0
▼	60.9	▼	65.2
▲	40.8	▲	45.5
▲	49.9	▲	49.9
▲	54.1	▲	56.9
▲	54.1	▲	58.3

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▲	75.7	▲	73.8
▲	96.5	▲	95.8
▲	83.9	▲	85.5
▲	88.4	▲	87.3
▼	77.8	▼	78.3
▲	74.5	▲	76.3
▲	63.8	▲	65.4
▲	77.1	▲	76.4
▲	67.6	▲	70.2
▲	62.9	▲	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 3 - Nova Central**

#201 - J.M. Olds Collegiate, Twillingate

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=11]	Below Above District	[N=444]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

100.0	▲	67.7	▲	72.8
62.5	▼	65.6	▼	67.7
50.0	▼	64.4	▼	65.1
62.5	▼	80.6	▼	80.0
87.5	▼	88.8	▼	91.0
87.5	▲	60.9	▲	65.2
75.0	▲	40.8	▲	45.5
50.0	▲	49.9	▲	49.9
50.0	▼	54.1	▼	56.9
50.0	▼	54.1	▼	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
100.0	▲	75.7	▲	73.8
100.0	▲	96.5	▲	95.8
100.0	▲	83.9	▲	85.5
100.0	▲	88.4	▲	87.3
62.5	▼	77.8	▼	78.3
75.0	▲	74.5	▼	76.3
75.0	▲	63.8	▲	65.4
87.5	▲	77.1	▲	76.4
62.5	▼	67.6	▼	70.2
62.5	▼	62.9	▲	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 3 - Nova Central**

#204 - Pearson Academy, Wesleyville

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=9]	Below Above	[N=444]	Below Above	[N=2,560]
	District		Province	

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

77.8	▲	67.7	▲	72.8
88.9	▲	65.6	▲	67.7
88.9	▲	64.4	▲	65.1
88.9	▲	80.6	▲	80.0
88.9	▲	88.8	▼	91.0
44.4	▼	60.9	▼	65.2
44.4	▲	40.8	▼	45.5
33.3	▼	49.9	▼	49.9
22.2	▼	54.1	▼	56.9
66.7	▲	54.1	▲	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

77.8	▲	75.7	▲	73.8
100.0	▲	96.5	▲	95.8
100.0	▲	83.9	▲	85.5
100.0	▲	88.4	▲	87.3
88.9	▲	77.8	▲	78.3
77.8	▲	74.5	▲	76.3
66.7	▲	63.8	▲	65.4
88.9	▲	77.1	▲	76.4
55.6	▼	67.6	▼	70.2
55.6	▼	62.9	▼	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 3 - Nova Central**

#206 - Riverwood Academy, Wing's Point

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=10]	Below Above District	[N=444]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

30.0	▽	67.7	▽	72.8
60.0	▽	65.6	▽	67.7
70.0	▲	64.4	▲	65.1
90.0	▲	80.6	▲	80.0
90.0	▲	88.8	▽	91.0
70.0	▲	60.9	▲	65.2
30.0	▽	40.8	▽	45.5
40.0	▽	49.9	▽	49.9
50.0	▽	54.1	▽	56.9
20.0	▽	54.1	▽	58.3

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

80.0	▲	75.7	▲	73.8
90.0	▽	96.5	▽	95.8
80.0	▽	83.9	▽	85.5
80.0	▽	88.4	▽	87.3
90.0	▲	77.8	▲	78.3
60.0	▽	74.5	▽	76.3
80.0	▲	63.8	▲	65.4
50.0	▽	77.1	▽	76.4
50.0	▽	67.6	▽	70.2
60.0	▽	62.9	▽	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 3 - Nova Central**

#398 - Avoca Collegiate, Badger

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

**School**

School  
Below Above  
District

**District**

School  
Below Above  
Province

**Province**

[N=5]

[N=444]

[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

School	District	Province
▲	67.7	▲
▼	65.6	▼
▲	64.4	▲
▼	80.6	▼
▼	88.8	▼
▼	60.9	▼
▲	40.8	▲
▼	49.9	▼
▲	54.1	▲
▼	54.1	▼

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▲	75.7	▲
▲	96.5	▲
▲	83.9	▲
▲	88.4	▲
▼	77.8	▼
▼	74.5	▼
▼	63.8	▼
▼	77.1	▼
▼	67.6	▼
▼	62.9	▼

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 3 - Nova Central**

#402 - Leo Burke Academy, Bishop's Falls

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=17]	Below Above District	[N=444]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

88.2	▲	67.7	▲	72.8
64.7	▼	65.6	▼	67.7
82.4	▲	64.4	▲	65.1
94.1	▲	80.6	▲	80.0
94.1	▲	88.8	▲	91.0
76.5	▲	60.9	▲	65.2
58.8	▲	40.8	▲	45.5
70.6	▲	49.9	▲	49.9
64.7	▲	54.1	▲	56.9
76.5	▲	54.1	▲	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

52.9	▼	75.7	▼	73.8
100.0	▲	96.5	▲	95.8
88.2	▲	83.9	▲	85.5
94.1	▲	88.4	▲	87.3
100.0	▲	77.8	▲	78.3
88.2	▲	74.5	▲	76.3
82.4	▲	63.8	▲	65.4
82.4	▲	77.1	▲	76.4
82.4	▲	67.6	▲	70.2
70.6	▲	62.9	▲	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 3 - Nova Central**

#403 - Lakeside Academy, Buchans

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province
[N=4]	School Below District Above	[N=444]	School Below Province Above [N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▽	67.7	▽	72.8
▽	65.6	▽	67.7
▽	64.4	▽	65.1
▲	80.6	▲	80.0
▽	88.8	▽	91.0
▲	60.9	▲	65.2
▽	40.8	▽	45.5
▽	49.9	▽	49.9
▽	54.1	▽	56.9
▽	54.1	▽	58.3

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▽	75.7	▽	73.8
▽	96.5	▽	95.8
▽	83.9	▽	85.5
▲	88.4	▲	87.3
▽	77.8	▽	78.3
▲	74.5	▲	76.3
▽	63.8	▽	65.4
▽	77.1	▽	76.4
▲	67.6	▲	70.2
▽	62.9	▽	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 3 - Nova Central**

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

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

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province
[N=2]	School Below District Above	[N=444]	School Below Province Above [N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▽	67.7	▽	72.8
▽	65.6	▽	67.7
▲	64.4	▲	65.1
▽	80.6	▽	80.0
▲	88.8	▲	91.0
▽	60.9	▽	65.2
▽	40.8	▽	45.5
▲	49.9	▲	49.9
▲	54.1	▲	56.9
▽	54.1	▽	58.3

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▲	75.7	▲	73.8
▲	96.5	▲	95.8
▲	83.9	▲	85.5
▲	88.4	▲	87.3
▲	77.8	▲	78.3
▽	74.5	▽	76.3
▽	63.8	▽	65.4
▽	77.1	▽	76.4
▽	67.6	▽	70.2
▽	62.9	▽	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)

N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 3 - Nova Central**

#406 - Fitzgerald Academy, English Harbour West

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=10]	Below Above District	[N=444]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

50.0	▽	67.7	▽	72.8
40.0	▽	65.6	▽	67.7
60.0	▽	64.4	▽	65.1
90.0	▲	80.6	▲	80.0
80.0	▽	88.8	▽	91.0
50.0	▽	60.9	▽	65.2
20.0	▽	40.8	▽	45.5
70.0	▲	49.9	▲	49.9
20.0	▽	54.1	▽	56.9
20.0	▽	54.1	▽	58.3

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

70.0	▽	75.7	▽	73.8
90.0	▽	96.5	▽	95.8
60.0	▽	83.9	▽	85.5
80.0	▽	88.4	▽	87.3
40.0	▽	77.8	▽	78.3
60.0	▽	74.5	▽	76.3
50.0	▽	63.8	▽	65.4
70.0	▽	77.1	▽	76.4
70.0	▲	67.6	▽	70.2
50.0	▽	62.9	▽	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 3 - Nova Central**

#407 - Bay d'Espoir Academy, Milltown

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=10]	Below Above District	[N=444]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

77.8	▲	67.7	▲	72.8
77.8	▲	65.6	▲	67.7
66.7	▲	64.4	▲	65.1
55.6	▼	80.6	▼	80.0
100.0	▲	88.8	▲	91.0
66.7	▲	60.9	▲	65.2
44.4	▲	40.8	▼	45.5
44.4	▼	49.9	▼	49.9
44.4	▼	54.1	▼	56.9
55.6	▲	54.1	▼	58.3

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

80.0	▲	75.7	▲	73.8
100.0	▲	96.5	▲	95.8
90.0	▲	83.9	▲	85.5
90.0	▲	88.4	▲	87.3
90.0	▲	77.8	▲	78.3
80.0	▲	74.5	▲	76.3
50.0	▼	63.8	▼	65.4
80.0	▲	77.1	▲	76.4
80.0	▲	67.6	▲	70.2
90.0	▲	62.9	▲	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)

N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 3 - Nova Central**

#413 - Holy Cross School Complex, Eastport

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province
[N=2]	School Below District Above	[N=444]	School Below Province Above [N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▼	67.7	▼	72.8
▼	65.6	▼	67.7
▼	64.4	▼	65.1
▼	80.6	▼	80.0
▲	88.8	▲	91.0
▼	60.9	▼	65.2
▲	40.8	▲	45.5
▲	49.9	▲	49.9
▼	54.1	▼	56.9
▼	54.1	▼	58.3

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▲	75.7	▲	73.8
▼	96.5	▼	95.8
▼	83.9	▼	85.5
▲	88.4	▲	87.3
▲	77.8	▲	78.3
▼	74.5	▼	76.3
▼	63.8	▼	65.4
▼	77.1	▼	76.4
▼	67.6	▼	70.2
▼	62.9	▼	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 3 - Nova Central**

#414 - Fogo Island Central Academy, Fogo Island

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=10]	Below Above District	[N=444]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

70.0	▲	67.7	▼	72.8
60.0	▼	65.6	▼	67.7
50.0	▼	64.4	▼	65.1
80.0	▼	80.6	▼	80.0
100.0	▲	88.8	▲	91.0
70.0	▲	60.9	▲	65.2
30.0	▼	40.8	▼	45.5
50.0	▲	49.9	▲	49.9
60.0	▲	54.1	▲	56.9
80.0	▲	54.1	▲	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
80.0	▲	75.7	▲	73.8
100.0	▲	96.5	▲	95.8
80.0	▼	83.9	▼	85.5
100.0	▲	88.4	▲	87.3
80.0	▲	77.8	▲	78.3
70.0	▼	74.5	▼	76.3
60.0	▼	63.8	▼	65.4
90.0	▲	77.1	▲	76.4
70.0	▲	67.6	▼	70.2
50.0	▼	62.9	▼	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 3 - Nova Central**

#416 - Smallwood Academy, Gambo

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=10]	Below Above	[N=444]	Below Above	[N=2,560]
	District		Province	

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

25.0	▽	67.7	▽	72.8
50.0	▽	65.6	▽	67.7
75.0	▲	64.4	▲	65.1
87.5	▲	80.6	▲	80.0
75.0	▽	88.8	▽	91.0
75.0	▲	60.9	▲	65.2
25.0	▽	40.8	▽	45.5
75.0	▲	49.9	▲	49.9
37.5	▽	54.1	▽	56.9
87.5	▲	54.1	▲	58.3

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

100.0	▲	75.7	▲	73.8
100.0	▲	96.5	▲	95.8
75.0	▽	83.9	▽	85.5
87.5	▽	88.4	▲	87.3
62.5	▽	77.8	▽	78.3
100.0	▲	74.5	▲	76.3
75.0	▲	63.8	▲	65.4
75.0	▽	77.1	▽	76.4
62.5	▽	67.6	▽	70.2
62.5	▽	62.9	▲	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 3 - Nova Central**

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

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=51]	Below Above District	[N=444]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

68.8	▲	67.7	▼	72.8
70.8	▲	65.6	▲	67.7
64.6	▲	64.4	▼	65.1
83.3	▲	80.6	▲	80.0
79.2	▼	88.8	▼	91.0
64.6	▲	60.9	▼	65.2
45.8	▲	40.8	▲	45.5
56.3	▲	49.9	▲	49.9
54.2	▲	54.1	▼	56.9
64.6	▲	54.1	▲	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

80.8	▲	75.7	▲	73.8
93.6	▼	96.5	▼	95.8
85.1	▲	83.9	▼	85.5
83.0	▼	88.4	▼	87.3
83.0	▲	77.8	▲	78.3
72.3	▼	74.5	▼	76.3
74.5	▲	63.8	▲	65.4
89.4	▲	77.1	▲	76.4
78.7	▲	67.6	▲	70.2
70.2	▲	62.9	▲	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 3 - Nova Central**

#421 - Lakewood Academy, Glenwood

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=1]	District [N=444]		Province [N=2,560]	
	School Below District	Above	School Below Province	Above

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▲	67.7	▲	72.8
▼	65.6	▼	67.7
▲	64.4	▲	65.1
▼	80.6	▼	80.0
▲	88.8	▲	91.0
▲	60.9	▲	65.2
▲	40.8	▲	45.5
▲	49.9	▲	49.9
▲	54.1	▲	56.9
▲	54.1	▲	58.3

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▲	75.7	▲	73.8
▲	96.5	▲	95.8
▲	83.9	▲	85.5
▲	88.4	▲	87.3
▼	77.8	▼	78.3
▲	74.5	▲	76.3
▲	63.8	▲	65.4
▲	77.1	▲	76.4
▲	67.6	▲	70.2
▲	62.9	▲	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 3 - Nova Central**

#422 - Glovertown Academy, Glovertown

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=11]	Below Above	[N=444]	Below Above	[N=2,560]
	District		Province	

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

80.0	▲	67.7	▲	72.8
70.0	▲	65.6	▲	67.7
50.0	▼	64.4	▼	65.1
80.0	▼	80.6	▼	80.0
90.0	▲	88.8	▼	91.0
50.0	▼	60.9	▼	65.2
40.0	▼	40.8	▼	45.5
80.0	▲	49.9	▲	49.9
70.0	▲	54.1	▲	56.9
50.0	▼	54.1	▼	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
90.0	▲	75.7	▲	73.8
100.0	▲	96.5	▲	95.8
100.0	▲	83.9	▲	85.5
90.0	▲	88.4	▲	87.3
90.0	▲	77.8	▲	78.3
90.0	▲	74.5	▲	76.3
70.0	▲	63.8	▲	65.4
70.0	▼	77.1	▼	76.4
80.0	▲	67.6	▲	70.2
70.0	▲	62.9	▲	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 3 - Nova Central**

#426 - Hillview Academy, Norris Arm

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=6]	Below Above District	[N=444]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

83.3	▲	67.7	▲	72.8
66.7	▲	65.6	▼	67.7
50.0	▼	64.4	▼	65.1
83.3	▲	80.6	▲	80.0
100.0	▲	88.8	▲	91.0
50.0	▼	60.9	▼	65.2
50.0	▲	40.8	▲	45.5
66.7	▲	49.9	▲	49.9
83.3	▲	54.1	▲	56.9
83.3	▲	54.1	▲	58.3

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

66.7	▼	75.7	▼	73.8
100.0	▲	96.5	▲	95.8
83.3	▼	83.9	▼	85.5
100.0	▲	88.4	▲	87.3
66.7	▼	77.8	▼	78.3
100.0	▲	74.5	▲	76.3
50.0	▼	63.8	▼	65.4
83.3	▲	77.1	▲	76.4
66.7	▼	67.6	▼	70.2
100.0	▲	62.9	▲	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 3 - Nova Central**

#478 - New World Island Academy, Summerford

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=19]	Below Above District	[N=444]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

63.2	▽	67.7	▽	72.8
68.4	▲	65.6	▲	67.7
52.6	▽	64.4	▽	65.1
84.2	▲	80.6	▲	80.0
89.5	▲	88.8	▽	91.0
52.6	▽	60.9	▽	65.2
31.6	▽	40.8	▽	45.5
42.1	▽	49.9	▽	49.9
63.2	▲	54.1	▲	56.9
57.9	▲	54.1	▽	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

82.4	▲	75.7	▲	73.8
100.0	▲	96.5	▲	95.8
82.4	▽	83.9	▽	85.5
76.5	▽	88.4	▽	87.3
88.2	▲	77.8	▲	78.3
58.8	▽	74.5	▽	76.3
58.8	▽	63.8	▽	65.4
70.6	▽	77.1	▽	76.4
76.5	▲	67.6	▲	70.2
47.1	▽	62.9	▽	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 3 - Nova Central**

#481 - Exploits Valley Intermediate, Grand Falls-Windsor

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=65]	Below Above District	[N=444]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

70.3	▲	67.7	▼	72.8
62.5	▼	65.6	▼	67.7
57.8	▼	64.4	▼	65.1
84.4	▲	80.6	▲	80.0
93.8	▲	88.8	▲	91.0
62.5	▲	60.9	▼	65.2
37.5	▼	40.8	▼	45.5
46.9	▼	49.9	▼	49.9
53.1	▼	54.1	▼	56.9
60.9	▲	54.1	▲	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

71.9	▼	75.7	▼	73.8
95.3	▼	96.5	▼	95.8
84.4	▲	83.9	▼	85.5
90.6	▲	88.4	▲	87.3
70.3	▼	77.8	▼	78.3
68.8	▼	74.5	▼	76.3
53.1	▼	63.8	▼	65.4
71.9	▼	77.1	▼	76.4
64.1	▼	67.6	▼	70.2
71.9	▲	62.9	▲	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 3 - Nova Central**

#486 - Lewisporte Intermediate, Lewisporte

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=28]	Below Above District	[N=444]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

67.9	▲	67.7	▼	72.8
82.1	▲	65.6	▲	67.7
67.9	▲	64.4	▲	65.1
96.4	▲	80.6	▲	80.0
92.9	▲	88.8	▲	91.0
75.0	▲	60.9	▲	65.2
57.1	▲	40.8	▲	45.5
39.3	▼	49.9	▼	49.9
67.9	▲	54.1	▲	56.9
57.1	▲	54.1	▼	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

71.4	▼	75.7	▼	73.8
96.4	▼	96.5	▲	95.8
85.7	▲	83.9	▲	85.5
89.3	▲	88.4	▲	87.3
82.1	▲	77.8	▲	78.3
85.7	▲	74.5	▲	76.3
67.9	▲	63.8	▲	65.4
82.1	▲	77.1	▲	76.4
57.1	▼	67.6	▼	70.2
71.4	▲	62.9	▲	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 4 - Eastern**

#209 - Pearce Junior High School, Salt Pond

Grades: 8-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=68]	Below Above District	[N=1,480]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

70.0	▽	74.2	▽	72.8
55.0	▽	66.5	▽	67.7
68.3	▲	65.7	▲	65.1
75.0	▽	79.9	▽	80.0
93.3	▲	91.3	▲	91.0
71.7	▲	66.1	▲	65.2
36.7	▽	46.7	▽	45.5
38.3	▽	49.5	▽	49.9
55.0	▽	58.6	▽	56.9
56.7	▽	58.9	▽	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

81.4	▲	73.5	▲	73.8
93.2	▽	96.1	▽	95.8
88.1	▲	85.1	▲	85.5
88.1	▲	87.2	▲	87.3
76.3	▽	78.0	▽	78.3
74.6	▽	78.0	▽	76.3
62.7	▽	64.8	▽	65.4
72.9	▽	76.2	▽	76.4
78.0	▲	71.6	▲	70.2
50.9	▽	61.3	▽	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 4 - Eastern**

#214 - John Burke High School, Grand Bank

Grades: 8-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=26]	Below Above District	[N=1,480]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

90.0	▲	74.2	▲	72.8
70.0	▲	66.5	▲	67.7
65.0	▼	65.7	▼	65.1
70.0	▼	79.9	▼	80.0
100.0	▲	91.3	▲	91.0
60.0	▼	66.1	▼	65.2
40.0	▼	46.7	▼	45.5
45.0	▼	49.5	▼	49.9
45.0	▼	58.6	▼	56.9
80.0	▲	58.9	▲	58.3

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

60.0	▼	73.5	▼	73.8
100.0	▲	96.1	▲	95.8
80.0	▼	85.1	▼	85.5
95.0	▲	87.2	▲	87.3
80.0	▲	78.0	▲	78.3
75.0	▼	78.0	▼	76.3
70.0	▲	64.8	▲	65.4
85.0	▲	76.2	▲	76.4
65.0	▼	71.6	▼	70.2
60.0	▼	61.3	▼	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 4 - Eastern**

#218 - St. Joseph's Academy, Lamaline

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=10]	Below Above	[N=1,480]	Below Above	[N=2,560]
	District		Province	

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

66.7	▽	74.2	▽	72.8
66.7	▲	66.5	▽	67.7
44.4	▽	65.7	▽	65.1
66.7	▽	79.9	▽	80.0
88.9	▽	91.3	▽	91.0
77.8	▲	66.1	▲	65.2
44.4	▽	46.7	▽	45.5
44.4	▽	49.5	▽	49.9
55.6	▽	58.6	▽	56.9
77.8	▲	58.9	▲	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

55.6	▽	73.5	▽	73.8
77.8	▽	96.1	▽	95.8
77.8	▽	85.1	▽	85.5
66.7	▽	87.2	▽	87.3
88.9	▲	78.0	▲	78.3
77.8	▽	78.0	▲	76.3
77.8	▲	64.8	▲	65.4
77.8	▲	76.2	▲	76.4
33.3	▽	71.6	▽	70.2
77.8	▲	61.3	▲	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 4 - Eastern**

#223 - Christ the King School, Rushoon

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=7]	Below Above District	[N=1,480]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

83.3	▲	74.2	▲	72.8
83.3	▲	66.5	▲	67.7
83.3	▲	65.7	▲	65.1
83.3	▲	79.9	▲	80.0
100.0	▲	91.3	▲	91.0
50.0	▼	66.1	▼	65.2
33.3	▼	46.7	▼	45.5
16.7	▼	49.5	▼	49.9
66.7	▲	58.6	▲	56.9
16.7	▼	58.9	▼	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

16.7	▼	73.5	▼	73.8
83.3	▼	96.1	▼	95.8
100.0	▲	85.1	▲	85.5
100.0	▲	87.2	▲	87.3
50.0	▼	78.0	▼	78.3
50.0	▼	78.0	▼	76.3
50.0	▼	64.8	▼	65.4
33.3	▼	76.2	▼	76.4
50.0	▼	71.6	▼	70.2
66.7	▲	61.3	▲	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 4 - Eastern**

#226 - Fortune Bay Academy, St. Bernard's - Jacques Fontaine

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province
[N=4]	School Below District Above	[N=1,480]	School Below Province Above
			[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▼	74.2	▼	72.8
▼	66.5	▼	67.7
▲	65.7	▲	65.1
▼	79.9	▼	80.0
▲	91.3	▲	91.0
▲	66.1	▲	65.2
▼	46.7	▼	45.5
▼	49.5	▼	49.9
▲	58.6	▲	56.9
▼	58.9	▼	58.3
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▲	73.5	▲	73.8
▲	96.1	▲	95.8
▲	85.1	▲	85.5
▲	87.2	▲	87.3
▼	78.0	▼	78.3
▼	78.0	▼	76.3
▼	64.8	▼	65.4
▲	76.2	▲	76.4
▼	71.6	▼	70.2
▲	61.3	▲	61.1
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 4 - Eastern**

#228 - St. Lawrence Academy, St. Lawrence

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=11]	Below Above	[N=1,480]	Below Above	[N=2,560]
	District		Province	

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

100.0	▲	74.2	▲	72.8
81.8	▲	66.5	▲	67.7
90.9	▲	65.7	▲	65.1
90.9	▲	79.9	▲	80.0
100.0	▲	91.3	▲	91.0
63.6	▼	66.1	▼	65.2
63.6	▲	46.7	▲	45.5
54.6	▲	49.5	▲	49.9
63.6	▲	58.6	▲	56.9
81.8	▲	58.9	▲	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
81.8	▲	73.5	▲	73.8
100.0	▲	96.1	▲	95.8
100.0	▲	85.1	▲	85.5
90.9	▲	87.2	▲	87.3
81.8	▲	78.0	▲	78.3
100.0	▲	78.0	▲	76.3
36.4	▼	64.8	▼	65.4
72.7	▼	76.2	▼	76.4
81.8	▲	71.6	▲	70.2
63.6	▲	61.3	▲	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 4 - Eastern**

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=7]	Below Above District	[N=1,480]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

100.0	▲	74.2	▲	72.8
75.0	▲	66.5	▲	67.7
50.0	▼	65.7	▼	65.1
100.0	▲	79.9	▲	80.0
100.0	▲	91.3	▲	91.0
50.0	▼	66.1	▼	65.2
25.0	▼	46.7	▼	45.5
50.0	▲	49.5	▲	49.9
25.0	▼	58.6	▼	56.9
25.0	▼	58.9	▼	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
75.0	▲	73.5	▲	73.8
75.0	▼	96.1	▼	95.8
100.0	▲	85.1	▲	85.5
100.0	▲	87.2	▲	87.3
75.0	▼	78.0	▼	78.3
50.0	▼	78.0	▼	76.3
75.0	▲	64.8	▲	65.4
75.0	▼	76.2	▼	76.4
75.0	▲	71.6	▲	70.2
50.0	▼	61.3	▼	61.1

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 4 - Eastern**

#231 - Discovery Collegiate, Bonavista

Grades: 9-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=27]	Below Above District	[N=1,480]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

78.3	▲	74.2	▲	72.8
39.1	▼	66.5	▼	67.7
73.9	▲	65.7	▲	65.1
69.6	▼	79.9	▼	80.0
95.7	▲	91.3	▲	91.0
87.0	▲	66.1	▲	65.2
34.8	▼	46.7	▼	45.5
30.4	▼	49.5	▼	49.9
56.5	▼	58.6	▼	56.9
56.5	▼	58.9	▼	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

79.2	▲	73.5	▲	73.8
95.8	▼	96.1	▲	95.8
87.5	▲	85.1	▲	85.5
87.5	▲	87.2	▲	87.3
87.5	▲	78.0	▲	78.3
83.3	▲	78.0	▲	76.3
62.5	▼	64.8	▼	65.4
66.7	▼	76.2	▼	76.4
62.5	▼	71.6	▼	70.2
62.5	▲	61.3	▲	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 4 - Eastern**

#240 - Bishop White School, Port Rexton

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=5]	District [N=1,480]		Province [N=2,560]	
	School Below District	Above	School Below Province	Above

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▲	74.2	▲	72.8
▼	66.5	▼	67.7
▼	65.7	▼	65.1
▼	79.9	▼	80.0
▲	91.3	▲	91.0
▼	66.1	▼	65.2
▼	46.7	▼	45.5
▼	49.5	▼	49.9
▼	58.6	▼	56.9
▲	58.9	▲	58.3

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▼	73.5	▼	73.8
▲	96.1	▲	95.8
▼	85.1	▼	85.5
▲	87.2	▲	87.3
▲	78.0	▲	78.3
▼	78.0	▼	76.3
▲	64.8	▲	65.4
▲	76.2	▲	76.4
▲	71.6	▲	70.2
▼	61.3	▼	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 4 - Eastern**

#242 - Random Island Academy, Hickman's Harbour

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=9]	Below Above District	[N=1,480]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

83.3	▲	74.2	▲	72.8
16.7	▼	66.5	▼	67.7
66.7	▲	65.7	▲	65.1
100.0	▲	79.9	▲	80.0
100.0	▲	91.3	▲	91.0
50.0	▼	66.1	▼	65.2
83.3	▲	46.7	▲	45.5
16.7	▼	49.5	▼	49.9
50.0	▼	58.6	▼	56.9
33.3	▼	58.9	▼	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

85.7	▲	73.5	▲	73.8
85.7	▼	96.1	▼	95.8
71.4	▼	85.1	▼	85.5
85.7	▼	87.2	▼	87.3
71.4	▼	78.0	▼	78.3
57.1	▼	78.0	▼	76.3
85.7	▲	64.8	▲	65.4
85.7	▲	76.2	▲	76.4
71.4	▼	71.6	▲	70.2
57.1	▼	61.3	▼	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 4 - Eastern**

#246 - Swift Current Academy, Swift Current

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=6]	Below Above	[N=1,480]	Below Above	[N=2,560]
	District		Province	

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

83.3	▲	74.2	▲	72.8
50.0	▼	66.5	▼	67.7
83.3	▲	65.7	▲	65.1
100.0	▲	79.9	▲	80.0
100.0	▲	91.3	▲	91.0
100.0	▲	66.1	▲	65.2
83.3	▲	46.7	▲	45.5
66.7	▲	49.5	▲	49.9
83.3	▲	58.6	▲	56.9
83.3	▲	58.9	▲	58.3

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

100.0	▲	73.5	▲	73.8
100.0	▲	96.1	▲	95.8
83.3	▼	85.1	▼	85.5
83.3	▼	87.2	▼	87.3
100.0	▲	78.0	▲	78.3
100.0	▲	78.0	▲	76.3
66.7	▲	64.8	▲	65.4
66.7	▼	76.2	▼	76.4
50.0	▼	71.6	▼	70.2
50.0	▼	61.3	▼	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 4 - Eastern**

#247 - Roncalli Central High, Avondale

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=16]	Below Above	[N=1,480]	Below Above	[N=2,560]
	District		Province	

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

62.5	▽	74.2	▽	72.8
75.0	▲	66.5	▲	67.7
75.0	▲	65.7	▲	65.1
81.3	▲	79.9	▲	80.0
87.5	▽	91.3	▽	91.0
56.3	▽	66.1	▽	65.2
37.5	▽	46.7	▽	45.5
37.5	▽	49.5	▽	49.9
43.8	▽	58.6	▽	56.9
56.3	▽	58.9	▽	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

75.0	▲	73.5	▲	73.8
93.8	▽	96.1	▽	95.8
75.0	▽	85.1	▽	85.5
93.8	▲	87.2	▲	87.3
75.0	▽	78.0	▽	78.3
68.8	▽	78.0	▽	76.3
56.3	▽	64.8	▽	65.4
43.8	▽	76.2	▽	76.4
75.0	▲	71.6	▲	70.2
56.3	▽	61.3	▽	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 4 - Eastern**

#248 - Amalgamated Academy, Bay Roberts

Grades: 4-9

Item Cognitive Level - Outcome (*item parameter*)

School [N=69]	School		District [N=1,480]	School		Province [N=2,560]
	Below District	Above		Below Province	Above	

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

75.4	▲	74.2	▲	72.8
78.3	▲	66.5	▲	67.7
81.2	▲	65.7	▲	65.1
88.4	▲	79.9	▲	80.0
91.3	▲	91.3	▲	91.0
68.1	▲	66.1	▲	65.2
50.7	▲	46.7	▲	45.5
43.5	▼	49.5	▼	49.9
65.2	▲	58.6	▲	56.9
50.7	▼	58.9	▼	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
65.2	▼	73.5	▼	73.8
97.1	▲	96.1	▲	95.8
85.5	▲	85.1	▲	85.5
91.3	▲	87.2	▲	87.3
78.3	▲	78.0	▼	78.3
79.7	▲	78.0	▲	76.3
62.3	▼	64.8	▼	65.4
78.3	▲	76.2	▲	76.4
69.6	▼	71.6	▼	70.2
63.8	▲	61.3	▲	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 4 - Eastern**

#269 - St. Francis School, Harbour Grace

Grades: 6-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=39]	Below Above District	[N=1,480]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

64.5	▽	74.2	▽	72.8
54.8	▽	66.5	▽	67.7
77.4	▲	65.7	▲	65.1
74.2	▽	79.9	▽	80.0
87.1	▽	91.3	▽	91.0
67.7	▲	66.1	▲	65.2
54.8	▲	46.7	▲	45.5
64.5	▲	49.5	▲	49.9
64.5	▲	58.6	▲	56.9
54.8	▽	58.9	▽	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

93.3	▲	73.5	▲	73.8
100.0	▲	96.1	▲	95.8
83.3	▽	85.1	▽	85.5
86.7	▽	87.2	▽	87.3
70.0	▽	78.0	▽	78.3
80.0	▲	78.0	▲	76.3
63.3	▽	64.8	▽	65.4
73.3	▽	76.2	▽	76.4
70.0	▽	71.6	▽	70.2
56.7	▽	61.3	▽	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 4 - Eastern**

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=2]	District [N=1,480]		Province [N=2,560]	
	School Below District	Above	School Below Province	Above

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▲	74.2	▲	72.8
▲	66.5	▲	67.7
▼	65.7	▼	65.1
▲	79.9	▲	80.0
▲	91.3	▲	91.0
▼	66.1	▼	65.2
▲	46.7	▲	45.5
▲	49.5	▲	49.9
▼	58.6	▼	56.9
▲	58.9	▲	58.3

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▲	73.5	▲	73.8
▲	96.1	▲	95.8
▲	85.1	▲	85.5
▲	87.2	▲	87.3
▲	78.0	▲	78.3
▲	78.0	▲	76.3
▲	64.8	▲	65.4
▲	76.2	▲	76.4
▲	71.6	▲	70.2
▼	61.3	▼	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)

N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 4 - Eastern**

#280 - Laval High School, Placentia

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=25]	Below Above District	[N=1,480]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

66.7	▽	74.2	▽	72.8
70.8	▲	66.5	▲	67.7
37.5	▽	65.7	▽	65.1
75.0	▽	79.9	▽	80.0
79.2	▽	91.3	▽	91.0
87.5	▲	66.1	▲	65.2
62.5	▲	46.7	▲	45.5
62.5	▲	49.5	▲	49.9
41.7	▽	58.6	▽	56.9
50.0	▽	58.9	▽	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

78.3	▲	73.5	▲	73.8
91.3	▽	96.1	▽	95.8
91.3	▲	85.1	▲	85.5
87.0	▽	87.2	▽	87.3
78.3	▲	78.0	▽	78.3
73.9	▽	78.0	▽	76.3
69.6	▲	64.8	▲	65.4
82.6	▲	76.2	▲	76.4
56.5	▽	71.6	▽	70.2
65.2	▲	61.3	▲	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 4 - Eastern**

#285 - Holy Redeemer Elementary, Spaniard's Bay

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=18]	Below Above	[N=1,480]	Below Above	[N=2,560]
	District		Province	

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)

77.8	▲	74.2	▲	72.8
61.1	▼	66.5	▼	67.7
72.2	▲	65.7	▲	65.1
83.3	▲	79.9	▲	80.0
88.9	▼	91.3	▼	91.0
55.6	▼	66.1	▼	65.2
38.9	▼	46.7	▼	45.5
38.9	▼	49.5	▼	49.9
66.7	▲	58.6	▲	56.9
66.7	▲	58.9	▲	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
72.2	▼	73.5	▼	73.8
94.4	▼	96.1	▼	95.8
83.3	▼	85.1	▼	85.5
94.4	▲	87.2	▲	87.3
61.1	▼	78.0	▼	78.3
72.2	▼	78.0	▼	76.3
72.2	▲	64.8	▲	65.4
88.9	▲	76.2	▲	76.4
88.9	▲	71.6	▲	70.2
50.0	▼	61.3	▼	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 4 - Eastern**

#286 - Fatima Academy, St. Bride's

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province
[N=2]	School Below District Above	[N=1,480]	School Below Province Above
			[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▼	74.2	▼	72.8
▼	66.5	▼	67.7
▼	65.7	▼	65.1
▲	79.9	▲	80.0
▲	91.3	▲	91.0
▼	66.1	▼	65.2
▲	46.7	▲	45.5
▲	49.5	▲	49.9
▼	58.6	▼	56.9
▲	58.9	▲	58.3
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▲	73.5	▲	73.8
▲	96.1	▲	95.8
▲	85.1	▲	85.5
▲	87.2	▲	87.3
▲	78.0	▲	78.3
▲	78.0	▲	76.3
▲	64.8	▲	65.4
▲	76.2	▲	76.4
▲	71.6	▲	70.2
▲	61.3	▲	61.1
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 4 - Eastern**

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=2]	District [N=1,480]		Province [N=2,560]	
	School Below District	Above	School Below Province	Above

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▲	74.2	▲	72.8
▲	66.5	▲	67.7
▼	65.7	▼	65.1
▲	79.9	▲	80.0
▲	91.3	▲	91.0
▲	66.1	▲	65.2
▼	46.7	▼	45.5
▲	49.5	▲	49.9
▲	58.6	▲	56.9
▲	58.9	▲	58.3

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▲	73.5	▲	73.8
▲	96.1	▲	95.8
▼	85.1	▼	85.5
▲	87.2	▲	87.3
▲	78.0	▲	78.3
▲	78.0	▲	76.3
▲	64.8	▲	65.4
▲	76.2	▲	76.4
▼	71.6	▼	70.2
▼	61.3	▼	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 4 - Eastern**

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

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=16]	Below Above District	[N=1,480]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

68.8	▽	74.2	▽	72.8
62.5	▽	66.5	▽	67.7
56.3	▽	65.7	▽	65.1
93.8	▲	79.9	▲	80.0
93.8	▲	91.3	▲	91.0
43.8	▽	66.1	▽	65.2
37.5	▽	46.7	▽	45.5
75.0	▲	49.5	▲	49.9
56.3	▽	58.6	▽	56.9
75.0	▲	58.9	▲	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

81.3	▲	73.5	▲	73.8
100.0	▲	96.1	▲	95.8
93.8	▲	85.1	▲	85.5
81.3	▽	87.2	▽	87.3
75.0	▽	78.0	▽	78.3
87.5	▲	78.0	▲	76.3
68.8	▲	64.8	▲	65.4
75.0	▽	76.2	▽	76.4
56.3	▽	71.6	▽	70.2
50.0	▽	61.3	▽	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 4 - Eastern**

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

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=16]	Below Above District	[N=1,480]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

56.3	▽	74.2	▽	72.8
56.3	▽	66.5	▽	67.7
75.0	▲	65.7	▲	65.1
81.3	▲	79.9	▲	80.0
93.8	▲	91.3	▲	91.0
56.3	▽	66.1	▽	65.2
37.5	▽	46.7	▽	45.5
50.0	▲	49.5	▲	49.9
56.3	▽	58.6	▽	56.9
50.0	▽	58.9	▽	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

57.1	▽	73.5	▽	73.8
100.0	▲	96.1	▲	95.8
71.4	▽	85.1	▽	85.5
71.4	▽	87.2	▽	87.3
71.4	▽	78.0	▽	78.3
71.4	▽	78.0	▽	76.3
64.3	▽	64.8	▽	65.4
64.3	▽	76.2	▽	76.4
57.1	▽	71.6	▽	70.2
35.7	▽	61.3	▽	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 4 - Eastern**

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

Item      Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=79]	School Below District	Above	School Below Province	Above
				[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

75.3	▲	74.2	▲	72.8
72.6	▲	66.5	▲	67.7
60.3	▼	65.7	▼	65.1
83.6	▲	79.9	▲	80.0
90.4	▼	91.3	▼	91.0
65.8	▼	66.1	▲	65.2
38.4	▼	46.7	▼	45.5
49.3	▼	49.5	▼	49.9
64.4	▲	58.6	▲	56.9
54.8	▼	58.9	▼	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

63.9	▼	73.5	▼	73.8
94.4	▼	96.1	▼	95.8
83.3	▼	85.1	▼	85.5
84.7	▼	87.2	▼	87.3
77.8	▼	78.0	▼	78.3
70.8	▼	78.0	▼	76.3
59.7	▼	64.8	▼	65.4
80.6	▲	76.2	▲	76.4
77.8	▲	71.6	▲	70.2
59.7	▼	61.3	▼	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 4 - Eastern**

#304 - Holy Spirit High, Conception Bay South (Manuels)

Grades: 9-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=85]	Below Above	[N=1,480]	Below Above	[N=2,560]
	District		Province	

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

68.2	▽	74.2	▽	72.8
64.7	▽	66.5	▽	67.7
55.3	▽	65.7	▽	65.1
74.1	▽	79.9	▽	80.0
88.2	▽	91.3	▽	91.0
65.9	▽	66.1	▲	65.2
42.4	▽	46.7	▽	45.5
51.8	▲	49.5	▲	49.9
52.9	▽	58.6	▽	56.9
56.5	▽	58.9	▽	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
71.1	▽	73.5	▽	73.8
96.4	▲	96.1	▲	95.8
85.5	▲	85.1	▲	85.5
84.3	▽	87.2	▽	87.3
77.1	▽	78.0	▽	78.3
77.1	▽	78.0	▲	76.3
66.3	▲	64.8	▲	65.4
72.3	▽	76.2	▽	76.4
67.5	▽	71.6	▽	70.2
63.9	▲	61.3	▲	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 4 - Eastern**

#307 - Mobile Central High, Mobile

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=19]	Below Above	[N=1,480]	Below Above	[N=2,560]
	District		Province	

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

100.0	▲	74.2	▲	72.8
89.5	▲	66.5	▲	67.7
84.2	▲	65.7	▲	65.1
100.0	▲	79.9	▲	80.0
94.7	▲	91.3	▲	91.0
63.2	▼	66.1	▼	65.2
47.4	▲	46.7	▲	45.5
68.4	▲	49.5	▲	49.9
73.7	▲	58.6	▲	56.9
73.7	▲	58.9	▲	58.3

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

89.5	▲	73.5	▲	73.8
100.0	▲	96.1	▲	95.8
89.5	▲	85.1	▲	85.5
94.7	▲	87.2	▲	87.3
94.7	▲	78.0	▲	78.3
89.5	▲	78.0	▲	76.3
73.7	▲	64.8	▲	65.4
94.7	▲	76.2	▲	76.4
73.7	▲	71.6	▲	70.2
73.7	▲	61.3	▲	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 4 - Eastern**

#310 - Mount Pearl Intermediate, Mount Pearl

Grades: 5-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=86]	Below Above	[N=1,480]	Below Above	[N=2,560]
	District		Province	

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

74.4	▲	74.2	▲	72.8
69.8	▲	66.5	▲	67.7
60.5	▼	65.7	▼	65.1
87.2	▲	79.9	▲	80.0
94.2	▲	91.3	▲	91.0
65.1	▼	66.1	▼	65.2
44.2	▼	46.7	▼	45.5
51.2	▲	49.5	▲	49.9
64.0	▲	58.6	▲	56.9
64.0	▲	58.9	▲	58.3

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

76.2	▲	73.5	▲	73.8
98.8	▲	96.1	▲	95.8
86.9	▲	85.1	▲	85.5
91.7	▲	87.2	▲	87.3
75.0	▼	78.0	▼	78.3
85.7	▲	78.0	▲	76.3
65.5	▲	64.8	▲	65.4
71.4	▼	76.2	▼	76.4
77.4	▲	71.6	▲	70.2
66.7	▲	61.3	▲	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 4 - Eastern**

#315 - St. Peter's Junior High, Mount Pearl

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=112]	Below Above	[N=1,480]	Below Above	[N=2,560]
	District		Province	

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

78.8	▲	74.2	▲	72.8
68.3	▲	66.5	▲	67.7
66.3	▲	65.7	▲	65.1
76.9	▼	79.9	▼	80.0
78.8	▼	91.3	▼	91.0
55.8	▼	66.1	▼	65.2
42.3	▼	46.7	▼	45.5
47.1	▼	49.5	▼	49.9
56.7	▼	58.6	▼	56.9
64.4	▲	58.9	▲	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

72.1	▼	73.5	▼	73.8
92.3	▼	96.1	▼	95.8
80.8	▼	85.1	▼	85.5
79.8	▼	87.2	▼	87.3
78.8	▲	78.0	▲	78.3
76.9	▼	78.0	▲	76.3
65.4	▲	64.8	▲	65.4
72.1	▼	76.2	▼	76.4
67.3	▼	71.6	▼	70.2
63.5	▲	61.3	▲	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 4 - Eastern**

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

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=76]	School Below District	Above	School Below Province	Above
				[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

71.9	▽	74.2	▽	72.8
67.2	▲	66.5	▽	67.7
64.1	▽	65.7	▽	65.1
76.6	▽	79.9	▽	80.0
90.6	▽	91.3	▽	91.0
64.1	▽	66.1	▽	65.2
56.3	▲	46.7	▲	45.5
50.0	▲	49.5	▲	49.9
59.4	▲	58.6	▲	56.9
56.3	▽	58.9	▽	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

81.3	▲	73.5	▲	73.8
95.3	▽	96.1	▽	95.8
84.4	▽	85.1	▽	85.5
84.4	▽	87.2	▽	87.3
76.6	▽	78.0	▽	78.3
84.4	▲	78.0	▲	76.3
57.8	▽	64.8	▽	65.4
79.7	▲	76.2	▲	76.4
78.1	▲	71.6	▲	70.2
56.3	▽	61.3	▽	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 4 - Eastern**

#328 - Booth Memorial High School, St. John's

Grades: 9-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=58]	Below Above District	[N=1,480]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

73.7	▽	74.2	▲	72.8
68.4	▲	66.5	▲	67.7
54.4	▽	65.7	▽	65.1
71.9	▽	79.9	▽	80.0
93.0	▲	91.3	▲	91.0
57.9	▽	66.1	▽	65.2
64.9	▲	46.7	▲	45.5
43.9	▽	49.5	▽	49.9
47.4	▽	58.6	▽	56.9
56.1	▽	58.9	▽	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

74.1	▲	73.5	▲	73.8
98.3	▲	96.1	▲	95.8
91.4	▲	85.1	▲	85.5
86.2	▽	87.2	▽	87.3
84.5	▲	78.0	▲	78.3
82.8	▲	78.0	▲	76.3
77.6	▲	64.8	▲	65.4
81.0	▲	76.2	▲	76.4
74.1	▲	71.6	▲	70.2
65.5	▲	61.3	▲	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 4 - Eastern**

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

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=88]	Below Above	[N=1,480]	Below Above	[N=2,560]
	District		Province	

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

73.9	▽	74.2	▲	72.8
65.9	▽	66.5	▽	67.7
69.3	▲	65.7	▲	65.1
81.8	▲	79.9	▲	80.0
90.9	▽	91.3	▽	91.0
63.6	▽	66.1	▽	65.2
51.1	▲	46.7	▲	45.5
56.8	▲	49.5	▲	49.9
59.1	▲	58.6	▲	56.9
60.2	▲	58.9	▲	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
71.6	▽	73.5	▽	73.8
94.3	▽	96.1	▽	95.8
84.1	▽	85.1	▽	85.5
86.4	▽	87.2	▽	87.3
69.3	▽	78.0	▽	78.3
70.5	▽	78.0	▽	76.3
56.8	▽	64.8	▽	65.4
75.0	▽	76.2	▽	76.4
69.3	▽	71.6	▽	70.2
61.4	▲	61.3	▲	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 4 - Eastern**

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

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=24]	Below Above District	[N=1,480]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

79.2	▲	74.2	▲	72.8
62.5	▼	66.5	▼	67.7
58.3	▼	65.7	▼	65.1
87.5	▲	79.9	▲	80.0
83.3	▼	91.3	▼	91.0
66.7	▲	66.1	▲	65.2
54.2	▲	46.7	▲	45.5
54.2	▲	49.5	▲	49.9
70.8	▲	58.6	▲	56.9
58.3	▼	58.9	▼	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
87.5	▲	73.5	▲	73.8
95.8	▼	96.1	▲	95.8
87.5	▲	85.1	▲	85.5
83.3	▼	87.2	▼	87.3
79.2	▲	78.0	▲	78.3
66.7	▼	78.0	▼	76.3
66.7	▲	64.8	▲	65.4
83.3	▲	76.2	▲	76.4
54.2	▼	71.6	▼	70.2
62.5	▲	61.3	▲	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 4 - Eastern**

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

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School [N=116]	School		District [N=1,480]	School		Province [N=2,560]
	Below District	Above		Below Province	Above	

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

82.6	▲	74.2	▲	72.8
71.3	▲	66.5	▲	67.7
75.7	▲	65.7	▲	65.1
88.7	▲	79.9	▲	80.0
96.5	▲	91.3	▲	91.0
68.7	▲	66.1	▲	65.2
60.0	▲	46.7	▲	45.5
47.8	▼	49.5	▼	49.9
62.6	▲	58.6	▲	56.9
60.9	▲	58.9	▲	58.3

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

67.5	▼	73.5	▼	73.8
100.0	▲	96.1	▲	95.8
86.8	▲	85.1	▲	85.5
91.2	▲	87.2	▲	87.3
84.2	▲	78.0	▲	78.3
86.8	▲	78.0	▲	76.3
67.5	▲	64.8	▲	65.4
86.0	▲	76.2	▲	76.4
83.3	▲	71.6	▲	70.2
57.0	▼	61.3	▼	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 4 - Eastern**

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

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=9]	Below Above	[N=1,480]	Below Above	[N=2,560]
	District		Province	

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

22.2	▽	74.2	▽	72.8
66.7	▲	66.5	▽	67.7
66.7	▲	65.7	▲	65.1
66.7	▽	79.9	▽	80.0
100.0	▲	91.3	▲	91.0
77.8	▲	66.1	▲	65.2
11.1	▽	46.7	▽	45.5
44.4	▽	49.5	▽	49.9
11.1	▽	58.6	▽	56.9
66.7	▲	58.9	▲	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

88.9	▲	73.5	▲	73.8
100.0	▲	96.1	▲	95.8
77.8	▽	85.1	▽	85.5
66.7	▽	87.2	▽	87.3
88.9	▲	78.0	▲	78.3
77.8	▽	78.0	▲	76.3
66.7	▲	64.8	▲	65.4
66.7	▽	76.2	▽	76.4
88.9	▲	71.6	▲	70.2
66.7	▲	61.3	▲	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education



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

**District 4 - Eastern**

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

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=49]	Below Above District	[N=1,480]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

79.6	▲	74.2	▲	72.8
69.4	▲	66.5	▲	67.7
71.4	▲	65.7	▲	65.1
59.2	▼	79.9	▼	80.0
93.9	▲	91.3	▲	91.0
79.6	▲	66.1	▲	65.2
44.9	▼	46.7	▼	45.5
57.1	▲	49.5	▲	49.9
65.3	▲	58.6	▲	56.9
61.2	▲	58.9	▲	58.3

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

73.5	▼	73.5	▼	73.8
98.0	▲	96.1	▲	95.8
87.8	▲	85.1	▲	85.5
95.9	▲	87.2	▲	87.3
79.6	▲	78.0	▲	78.3
81.6	▲	78.0	▲	76.3
57.1	▼	64.8	▼	65.4
69.4	▼	76.2	▼	76.4
75.5	▲	71.6	▲	70.2
77.6	▲	61.3	▲	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 4 - Eastern**

#368 - Holy Trinity High, Torbay

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=51]	Below Above District	[N=1,480]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

68.6	▽	74.2	▽	72.8
68.6	▲	66.5	▲	67.7
68.6	▲	65.7	▲	65.1
86.3	▲	79.9	▲	80.0
94.1	▲	91.3	▲	91.0
66.7	▲	66.1	▲	65.2
41.2	▽	46.7	▽	45.5
45.1	▽	49.5	▽	49.9
70.6	▲	58.6	▲	56.9
54.9	▽	58.9	▽	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

74.5	▲	73.5	▲	73.8
98.0	▲	96.1	▲	95.8
86.3	▲	85.1	▲	85.5
94.1	▲	87.2	▲	87.3
84.3	▲	78.0	▲	78.3
66.7	▽	78.0	▽	76.3
62.8	▽	64.8	▽	65.4
66.7	▽	76.2	▽	76.4
56.9	▽	71.6	▽	70.2
60.8	▽	61.3	▽	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 4 - Eastern**

#370 - Stella Maris Academy, Trepassey

Grades: K-6,8-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province
[N=2]	School Below District Above	[N=1,480]	School Below Province Above
			[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▼	74.2	▼	72.8
▼	66.5	▼	67.7
▼	65.7	▼	65.1
▼	79.9	▼	80.0
▲	91.3	▲	91.0
▲	66.1	▲	65.2
▼	46.7	▼	45.5
▲	49.5	▲	49.9
▼	58.6	▼	56.9
▼	58.9	▼	58.3

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▼	73.5	▼	73.8
▼	96.1	▼	95.8
▲	85.1	▲	85.5
▼	87.2	▼	87.3
▲	78.0	▲	78.3
▼	78.0	▼	76.3
▲	64.8	▲	65.4
▼	76.2	▼	76.4
▲	71.6	▲	70.2
▼	61.3	▼	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 4 - Eastern**

#427 - Holy Name of Mary Academy, Lawn

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=5]	District [N=1,480]		Province [N=2,560]	
	School Below District	Above	School Below Province	Above

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▲	74.2	▲	72.8
▲	66.5	▲	67.7
▼	65.7	▼	65.1
▲	79.9	▲	80.0
▲	91.3	▲	91.0
▼	66.1	▼	65.2
▼	46.7	▼	45.5
▲	49.5	▲	49.9
▲	58.6	▲	56.9
▲	58.9	▲	58.3

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▲	73.5	▲	73.8
▲	96.1	▲	95.8
▲	85.1	▲	85.5
▼	87.2	▼	87.3
▲	78.0	▲	78.3
▲	78.0	▲	76.3
▲	64.8	▲	65.4
▲	76.2	▲	76.4
▲	71.6	▲	70.2
▼	61.3	▼	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 4 - Eastern**

#428 - Clarenville Middle School, Clarenville

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=55]	Below Above District	[N=1,480]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

77.6	▲	74.2	▲	72.8
55.1	▼	66.5	▼	67.7
57.1	▼	65.7	▼	65.1
73.5	▼	79.9	▼	80.0
100.0	▲	91.3	▲	91.0
61.2	▼	66.1	▼	65.2
49.0	▲	46.7	▲	45.5
61.2	▲	49.5	▲	49.9
63.3	▲	58.6	▲	56.9
67.3	▲	58.9	▲	58.3

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

70.8	▼	73.5	▼	73.8
97.9	▲	96.1	▲	95.8
83.3	▼	85.1	▼	85.5
81.3	▼	87.2	▼	87.3
83.3	▲	78.0	▲	78.3
79.2	▲	78.0	▲	76.3
68.8	▲	64.8	▲	65.4
85.4	▲	76.2	▲	76.4
68.8	▼	71.6	▼	70.2
68.8	▲	61.3	▲	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 4 - Eastern**

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=7]	Below Above	[N=1,480]	Below Above	[N=2,560]
	District		Province	

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)

40.0	▽	74.2	▽	72.8
40.0	▽	66.5	▽	67.7
60.0	▽	65.7	▽	65.1
100.0	▲	79.9	▲	80.0
80.0	▽	91.3	▽	91.0
60.0	▽	66.1	▽	65.2
60.0	▲	46.7	▲	45.5
80.0	▲	49.5	▲	49.9
20.0	▽	58.6	▽	56.9
60.0	▲	58.9	▲	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
80.0	▲	73.5	▲	73.8
100.0	▲	96.1	▲	95.8
100.0	▲	85.1	▲	85.5
100.0	▲	87.2	▲	87.3
80.0	▲	78.0	▲	78.3
60.0	▽	78.0	▽	76.3
20.0	▽	64.8	▽	65.4
100.0	▲	76.2	▲	76.4
80.0	▲	71.6	▲	70.2
80.0	▲	61.3	▲	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 4 - Eastern**

#431 - Southwest Arm Academy, Little Heart's Ease

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=4]	District [N=1,480]		Province [N=2,560]	
	School Below District	School Above District	School Below Province	School Above Province

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▲	74.2	▲	72.8
▼	66.5	▼	67.7
▲	65.7	▲	65.1
▲	79.9	▲	80.0
▲	91.3	▲	91.0
▲	66.1	▲	65.2
▼	46.7	▼	45.5
▼	49.5	▼	49.9
▼	58.6	▼	56.9
▼	58.9	▼	58.3
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▲	73.5	▲	73.8
▲	96.1	▲	95.8
▲	85.1	▲	85.5
▲	87.2	▲	87.3
▼	78.0	▼	78.3
▼	78.0	▼	76.3
▲	64.8	▲	65.4
▲	76.2	▲	76.4
▲	71.6	▲	70.2
▼	61.3	▼	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)

	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 4 - Eastern**

#442 - Persalvic Elementary, Victoria

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=13]	Below Above District	[N=1,480]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

61.5	▽	74.2	▽	72.8
76.9	▲	66.5	▲	67.7
53.9	▽	65.7	▽	65.1
84.6	▲	79.9	▲	80.0
100.0	▲	91.3	▲	91.0
76.9	▲	66.1	▲	65.2
61.5	▲	46.7	▲	45.5
61.5	▲	49.5	▲	49.9
30.8	▽	58.6	▽	56.9
46.2	▽	58.9	▽	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

61.5	▽	73.5	▽	73.8
100.0	▲	96.1	▲	95.8
69.2	▽	85.1	▽	85.5
84.6	▽	87.2	▽	87.3
53.9	▽	78.0	▽	78.3
84.6	▲	78.0	▲	76.3
61.5	▽	64.8	▽	65.4
61.5	▽	76.2	▽	76.4
76.9	▲	71.6	▲	70.2
61.5	▲	61.3	▲	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 4 - Eastern**

#447 - Baltimore School Complex, Ferryland

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=10]	Below Above	[N=1,480]	Below Above	[N=2,560]
	District		Province	

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

88.9	▲	74.2	▲	72.8
55.6	▼	66.5	▼	67.7
77.8	▲	65.7	▲	65.1
55.6	▼	79.9	▼	80.0
88.9	▼	91.3	▼	91.0
77.8	▲	66.1	▲	65.2
22.2	▼	46.7	▼	45.5
55.6	▲	49.5	▲	49.9
66.7	▲	58.6	▲	56.9
66.7	▲	58.9	▲	58.3

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

55.6	▼	73.5	▼	73.8
100.0	▲	96.1	▲	95.8
77.8	▼	85.1	▼	85.5
88.9	▲	87.2	▲	87.3
88.9	▲	78.0	▲	78.3
66.7	▼	78.0	▼	76.3
66.7	▲	64.8	▲	65.4
77.8	▲	76.2	▲	76.4
55.6	▼	71.6	▼	70.2
66.7	▲	61.3	▲	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 4 - Eastern**

#464 - Crescent Collegiate, Blaketown

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=33]	Below Above District	[N=1,480]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

57.6	▽	74.2	▽	72.8
69.7	▲	66.5	▲	67.7
57.6	▽	65.7	▽	65.1
60.6	▽	79.9	▽	80.0
87.9	▽	91.3	▽	91.0
57.6	▽	66.1	▽	65.2
45.5	▽	46.7	▽	45.5
33.3	▽	49.5	▽	49.9
36.4	▽	58.6	▽	56.9
54.6	▽	58.9	▽	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

67.7	▽	73.5	▽	73.8
96.8	▲	96.1	▲	95.8
93.6	▲	85.1	▲	85.5
90.3	▲	87.2	▲	87.3
58.1	▽	78.0	▽	78.3
64.5	▽	78.0	▽	76.3
41.9	▽	64.8	▽	65.4
77.4	▲	76.2	▲	76.4
67.7	▽	71.6	▽	70.2
48.4	▽	61.3	▽	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 4 - Eastern**

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

Grades: 7-9

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=25]	Below Above District	[N=1,480]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

78.3	▲	74.2	▲	72.8
65.2	▼	66.5	▼	67.7
52.2	▼	65.7	▼	65.1
65.2	▼	79.9	▼	80.0
87.0	▼	91.3	▼	91.0
87.0	▲	66.1	▲	65.2
39.1	▼	46.7	▼	45.5
52.2	▲	49.5	▲	49.9
56.5	▼	58.6	▼	56.9
39.1	▼	58.9	▼	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
76.2	▲	73.5	▲	73.8
85.7	▼	96.1	▼	95.8
66.7	▼	85.1	▼	85.5
76.2	▼	87.2	▼	87.3
66.7	▼	78.0	▼	78.3
90.5	▲	78.0	▲	76.3
85.7	▲	64.8	▲	65.4
66.7	▼	76.2	▼	76.4
76.2	▲	71.6	▲	70.2
61.9	▲	61.3	▲	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 4 - Eastern**

#471 - Heritage Collegiate, Lethbridge

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=12]	Below Above District	[N=1,480]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

54.6	▽	74.2	▽	72.8
81.8	▲	66.5	▲	67.7
54.6	▽	65.7	▽	65.1
100.0	▲	79.9	▲	80.0
90.9	▽	91.3	▽	91.0
63.6	▽	66.1	▽	65.2
18.2	▽	46.7	▽	45.5
63.6	▲	49.5	▲	49.9
63.6	▲	58.6	▲	56.9
63.6	▲	58.9	▲	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

75.0	▲	73.5	▲	73.8
91.7	▽	96.1	▽	95.8
66.7	▽	85.1	▽	85.5
91.7	▲	87.2	▲	87.3
75.0	▽	78.0	▽	78.3
66.7	▽	78.0	▽	76.3
50.0	▽	64.8	▽	65.4
75.0	▽	76.2	▽	76.4
75.0	▲	71.6	▲	70.2
50.0	▽	61.3	▽	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 4 - Eastern**

#476 - Baccalieu Collegiate, Old Perlican

Grades: 7-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=20]	Below Above	[N=1,480]	Below Above	[N=2,560]
	District		Province	

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

79.0	▲	74.2	▲	72.8
47.4	▼	66.5	▼	67.7
68.4	▲	65.7	▲	65.1
84.2	▲	79.9	▲	80.0
84.2	▼	91.3	▼	91.0
79.0	▲	66.1	▲	65.2
52.6	▲	46.7	▲	45.5
36.8	▼	49.5	▼	49.9
63.2	▲	58.6	▲	56.9
63.2	▲	58.9	▲	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
76.5	▲	73.5	▲	73.8
94.1	▼	96.1	▼	95.8
76.5	▼	85.1	▼	85.5
88.2	▲	87.2	▲	87.3
76.5	▼	78.0	▼	78.3
76.5	▼	78.0	▲	76.3
70.6	▲	64.8	▲	65.4
82.4	▲	76.2	▲	76.4
64.7	▼	71.6	▼	70.2
70.6	▲	61.3	▲	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

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

**District 4 - Eastern**

#924 - Tricentia Academy, Arnold's Cove

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=12]	Below Above District	[N=1,480]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

66.7	▽	74.2	▽	72.8
77.8	▲	66.5	▲	67.7
66.7	▲	65.7	▲	65.1
88.9	▲	79.9	▲	80.0
88.9	▽	91.3	▽	91.0
77.8	▲	66.1	▲	65.2
33.3	▽	46.7	▽	45.5
22.2	▽	49.5	▽	49.9
66.7	▲	58.6	▲	56.9
33.3	▽	58.9	▽	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

88.9	▲	73.5	▲	73.8
88.9	▽	96.1	▽	95.8
77.8	▽	85.1	▽	85.5
88.9	▲	87.2	▲	87.3
100.0	▲	78.0	▲	78.3
77.8	▽	78.0	▲	76.3
77.8	▲	64.8	▲	65.4
66.7	▽	76.2	▽	76.4
66.7	▽	71.6	▽	70.2
22.2	▽	61.3	▽	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

District 803 - Private

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

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province	
[N=7]	School Below District	Above	School Below Province	Above
				[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

71.4	▽		79.3	▽	72.8
57.1	▽		65.5	▽	67.7
85.7	▲		72.4	▲	65.1
100.0	▲		86.2	▲	80.0
100.0	▲		93.1	▲	91.0
42.9	▽		69.0	▽	65.2
71.4	▲		69.0	▲	45.5
71.4	▲		55.2	▲	49.9
100.0	▲		72.4	▲	56.9
85.7	▲		79.3	▲	58.3

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A			N/A		N/A
N/A			N/A		N/A
N/A			N/A		N/A
N/A			N/A		N/A
N/A			N/A		N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

57.1	▽		75.9	▽	73.8
100.0	▲		96.6	▲	95.8
85.7	▽		93.1	▲	85.5
85.7	▲		82.8	▽	87.3
100.0	▲		86.2	▲	78.3
71.4	▽		79.3	▽	76.3
71.4	▲		69.0	▲	65.4
71.4	▽		82.8	▽	76.4
85.7	▲		79.3	▲	70.2
71.4	▲		69.0	▲	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

N/A			N/A		N/A
N/A			N/A		N/A
N/A			N/A		N/A
N/A			N/A		N/A
N/A			N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

District 803 - Private

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=16]	Below Above District	[N=29]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

87.5	▲	79.3	▲	72.8
56.3	▼	65.5	▼	67.7
75.0	▲	72.4	▲	65.1
81.3	▼	86.2	▲	80.0
93.8	▲	93.1	▲	91.0
75.0	▲	69.0	▲	65.2
68.8	▼	69.0	▲	45.5
62.5	▲	55.2	▲	49.9
62.5	▼	72.4	▲	56.9
87.5	▲	79.3	▲	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

87.5	▲	75.9	▲	73.8
93.8	▼	96.6	▼	95.8
93.8	▲	93.1	▲	85.5
87.5	▲	82.8	▲	87.3
81.3	▼	86.2	▲	78.3
75.0	▼	79.3	▼	76.3
62.5	▼	69.0	▼	65.4
87.5	▲	82.8	▲	76.4
75.0	▼	79.3	▲	70.2
75.0	▲	69.0	▲	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

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

District 803 - Private

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

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=4]	District [N=29]		Province [N=2,560]	
	School Below District	Above	School Below Province	Above

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▼	79.3	▲	72.8
▲	65.5	▲	67.7
▲	72.4	▲	65.1
▼	86.2	▼	80.0
▲	93.1	▲	91.0
▲	69.0	▲	65.2
▼	69.0	▲	45.5
▼	55.2	▼	49.9
▼	72.4	▼	56.9
▼	79.3	▼	58.3

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▼	75.9	▲	73.8
▲	96.6	▲	95.8
▲	93.1	▲	85.5
▼	82.8	▼	87.3
▲	86.2	▲	78.3
▲	79.3	▲	76.3
▲	69.0	▲	65.4
▲	82.8	▲	76.4
▲	79.3	▲	70.2
▼	69.0	▼	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

District 803 - Private

#469 - Immaculate Heart of Mary School, Corner Brook

Grades: K-9

Item Cognitive Level - Outcome (*item parameter*)

School [N=2]	District [N=29]		Province [N=2,560]	
	School Below District	Above	School Below Province	Above

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▼	79.3	▼	72.8
▲	65.5	▲	67.7
▼	72.4	▼	65.1
▲	86.2	▲	80.0
▼	93.1	▼	91.0
▼	69.0	▼	65.2
▲	69.0	▲	45.5
▼	55.2	▼	49.9
▲	72.4	▲	56.9
▼	79.3	▼	58.3
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▼	75.9	▼	73.8
▲	96.6	▲	95.8
▲	93.1	▲	85.5
▲	82.8	▲	87.3
▼	86.2	▼	78.3
▲	79.3	▲	76.3
▲	69.0	▲	65.4
▼	82.8	▼	76.4
▼	79.3	▼	70.2
▲	69.0	▲	61.1
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A
	N/A		N/A

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

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

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

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Source: Division of Evaluation and Research, Department of Education

District 804 - Native Federal

#018 - Sheshatshiu Innu School, Sheshatshiu

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	School	District	School	Province
[N=9]	Below Above District	[N=5]	Below Above Province	[N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

62.5	▲	60.0	▼	72.8
62.5	▼	100.0	▼	67.7
37.5	▼	60.0	▼	65.1
25.0	▼	100.0	▼	80.0
100.0	▲	80.0	▲	91.0
12.5	▼	100.0	▼	65.2
37.5	▼	80.0	▼	45.5
12.5	▼	40.0	▼	49.9
25.0	▼	100.0	▼	56.9
25.0	▼	80.0	▼	58.3
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
66.7	▲	60.0	▼	73.8
83.3	▼	100.0	▼	95.8
50.0	▼	60.0	▼	85.5
66.7	▼	100.0	▼	87.3
33.3	▼	80.0	▼	78.3
50.0	▼	80.0	▼	76.3
16.7	▼	100.0	▼	65.4
50.0	▼	80.0	▼	76.4
33.3	▼	40.0	▼	70.2
33.3	▼	60.0	▼	61.1
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A
N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

District 804 - Native Federal

#019 - Mushuau Innu Natuashish School, Natuashish

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School	District		Province
[N=3]	School Below District	Above [N=5]	School Below Province
			Above [N=2,560]

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▼	60.0	▼	72.8
▼	100.0	▼	67.7
▼	60.0	▼	65.1
▼	100.0	▼	80.0
▼	80.0	▼	91.0
▼	100.0	▲	65.2
▼	80.0	▼	45.5
▼	40.0	▼	49.9
▼	100.0	▼	56.9
▼	80.0	▲	58.3

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▼	60.0	▼	73.8
▼	100.0	▼	95.8
▼	60.0	▼	85.5
▼	100.0	▼	87.3
▼	80.0	▼	78.3
▼	80.0	▼	76.3
▼	100.0	▼	65.4
▼	80.0	▼	76.4
▼	40.0	▼	70.2
▼	60.0	▼	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

District 804 - Native Federal

#376 - Se't Anneway Kegnamogwom, Conne River

Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)

School [N=5]	District [N=5]		Province [N=2,560]	
	School Below District	Above	School Below Province	Above

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▲	60.0	▼	72.8
▲	100.0	▲	67.7
▲	60.0	▼	65.1
▲	100.0	▲	80.0
▲	80.0	▼	91.0
▲	100.0	▲	65.2
▲	80.0	▲	45.5
▲	40.0	▼	49.9
▲	100.0	▲	56.9
▲	80.0	▲	58.3

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▲	60.0	▼	73.8
▲	100.0	▲	95.8
▲	60.0	▼	85.5
▲	100.0	▲	87.3
▲	80.0	▲	78.3
▲	80.0	▲	76.3
▲	100.0	▲	65.4
▲	80.0	▲	76.4
▲	40.0	▼	70.2
▲	60.0	▼	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)

N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

**District 903 - Social Service**

#378 - NF & Lab Youth Centre, Whitbourne

Grades: Other

Item Cognitive Level - Outcome (*item parameter*)

School [N=2]	District [N=2]		Province [N=2,560]	
	School Below District	Above	School Below Province	Above

**Poetic SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)
- Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)
- Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)
- Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)

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

▲	50.0	▼	72.8
▲	0.0	▼	67.7
▲	0.0	▼	65.1
▲	100.0	▲	80.0
▲	100.0	▲	91.0
▲	0.0	▼	65.2
▲	50.0	▲	45.5
▲	50.0	▲	49.9
▲	50.0	▼	56.9
▲	50.0	▼	58.3

Constructed Response

- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)
- Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)
- Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)
- Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)

N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

**Non Fiction SR.** (Grade Level)/Outcome No. / Outcome / (Item parameter)

- Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)
- Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)
- Inferential – (9) 4.4. Use strategies to construct meaning (mood)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)
- Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)
- Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)

▲	50.0	▼	73.8
▲	100.0	▲	95.8
▲	100.0	▲	85.5
▲	100.0	▲	87.3
▲	100.0	▲	78.3
▲	50.0	▼	76.3
▲	50.0	▼	65.4
▲	50.0	▼	76.4
▲	100.0	▲	70.2
▲	100.0	▲	61.1

Constructed Response

- Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)
- Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)
- Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)
- Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another’s point of view in text)
- Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people’s motivation to act in a crisis)

N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

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

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

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Source: Division of Evaluation and Research, Department of Education